


VISUAL ARGUMENTATIVITY FOR DEAF PEOPLE: THE IMAGE MEDIATING WRITING IN PORTUGUESE

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ABSTRACT

Argumentativeness and discourse are interconnected and reveal persuasive power through the linguistic actions performed. Under theoretical perspectives of Visual Pedagogy and the relationship between argumentativeness and image, we investigate the relevance of these components for the correlation, comprehension and writing in Portuguese Language (PL) in the education of the deaf. Such competencies require the establishment of a connection of meanings between the images and the texts related to them for the exercise of visual argumentativeness. We analyzed reports and activities applied in the Portuguese Language classes of the Pedagogical Support Center of Ipiaú – CAPI under the methodology of documentary analysis. The collected data were submitted to content analysis as a heuristic function, verifying the content in a qualitative approach by delimiting the presence or absence of characters common to the writing process of the deaf in PL. We hope that these results will contribute to the effective participation of the deaf in the various literate environments in which they live.

Keywords: Visual argumentativeness, Image, Written modality of the Portuguese language, Deaf.

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INTRODUCTION

Experiences are opportunities created for our relationship and coexistence with society. It is through them that we experience situations, act, get it right, make mistakes, resignify our attitudes towards ourselves and the other. The theoretical framework raised in this work points to visual, linguistic and cultural experiences as the main strategy for deaf people to perceive, signify and act in the society in which they live.

Imagery resources, accompanied or not by written texts, have been widely used in various supports that allow access to the contents presented. The current scenario favors the participation, appropriation of information and knowledge of the deaf in these learning contexts. However, it is necessary to rethink whether this process really guarantees them linguistic accessibility and the right to voice as a citizen practice.

Considering the visual aspect of sign language, the image should be the basis for a primarily visual education, permeating all learning spaces. Used as a device for/for conversation and not as content or resource per se, mediated by Brazilian Sign Language and assisted by other sequences of images or by immersion in situations of communicative and argumentative experiences recorded in the written form of the Portuguese language, the image becomes a driver of understanding and meaningful learning.

Reily (2003), Campello (2007), Skliar (2015) and Lebedeff (2017) defend the visual experience as a primordial condition for the instrumentalization of the deaf in search of their linguistic, cultural, social and ideological formation. However, the difficulties in understanding and correlating the image with the written word make this process challenging. "What can be said in Libras has nothing to do with the process of writing in Portuguese" (CAMPOS; HARRISON; LODI, 2014, p. 39). Another preponderant factor is the lack of prior knowledge to be activated in the realization of the argument, not always predictable or declared by the image. Most of the time, knowledge is limited to the association of a meaning in only one previously experienced context.

In view of this scenario, experienced in our daily practice of teaching PL as L2 for the deaf, we asked whether the guarantee of visual resources in the processes of image reading and semantic mapping would give the deaf conditions to coherently argue the facts and ideas raised in a discussion.

We are willing to investigate the relevance of images for the deaf and how they perform this type of reading, activating the comprehensive and expressive languages of Libras for the taking of ideological positioning in social communicative situations.

The objective was to analyze the processes of argumentative comprehension and expression in the written modality of the Portuguese language as a second language - L2, through the correlation between image and writing in the context of deaf education.

Regarding the academic-social contribution, this research intends to enable discussions and actions related to the insertion of deaf people in literate environments, ensure cultural and linguistic accessibility, as well as give visibility to their linguistic condition, demonstrating that there are several ways to say or express opinions socially. One of these ways of communication is the use of the image, so present and relevant for the activation of knowledge and learning of the deaf.

This research was approved by the Human Research Ethics Committee – CEP/UESC under protocol CAAE 28124620.1.0000.5526, opinion 3.943.035, dated March 25, 2020.

VISUALITY AND DIFFERENCE IN THE PERSPECTIVE OF THE SECOND LANGUAGE FOR THE DEAF

The process of knowledge acquisition by human beings is marked by experiences in informal situations among family, friends and colleagues. Most of these experiences occur through music, play, storytelling, painting or drawing, etc., and mark our affective memory with a learning that lasts a lifetime, without the obligation of a written record.

For the deaf, the visual aspect goes beyond an illustration, since it provides decisive information for their understanding. Therefore, it is necessary to offer them a diversity of images whose semantic load acts fruitfully in their educational process.

By proposing an investigation on the use of images in the context of deaf education, we demonstrate our concern about the use of visuality in the teaching of PL as a second language in the written modality for the deaf, considering their visual experiences as the basis of their thinking and their linguistic condition.

The deaf perceive and interact with the world through the visual channel. And on this premise, with the explosion of new social demands and new visual genres bringing people together and providing knowledge in the most diverse areas, it is impossible to deny the potential of the imagery resource for the communication of the human being.

THE IMAGE IN THE TEACHING-LEARNING PROCESS OF THE DEAF

Over time, the use of the image has been demarcated as a methodological and instructional path in the context of deaf education. In each era, the imagetic text seems to have been modified according to needs, contexts and technological innovations. During this journey, many educators stood out for their dedication and constant attempts to improve strategies and resources capable of ensuring the learning of the deaf and their social insertion.

Decree 5626/2005, which regulates Law No. 10436/2002, recognizes visual experiences as a means of interaction and learning for the deaf: "For the purposes of this decree, a deaf person is considered to be one who, due to hearing loss, understands and interacts with the world through visual experiences, manifesting his culture mainly through the use of the Brazilian Sign Language – Libras" (BRASIL, 2005, art. 2).

The first artifact of deaf culture is the visual experience, a primordial condition for the perception of the world and reflection on life in society. Libras is visual, the deaf have visual linguistic input and perceive the world through their eyes. Perlin and Miranda (2003, p. 218) emphasize that "visual experience means the use of vision, in total replacement of hearing, as a means of communication".

It is worth noting that, for Quadros (2003, p. 93), "the visual experience goes from the physical point of view (the meetings, the parties, the stories, the houses, the equipment, among others) to the mental point of view (the language, the dreams, the thoughts, the ideas, among others)". In this context, Reily (2003) highlights the need to use the image as a cultural resource capable of instrumentalizing thought. The visual experience is, therefore, essential for the linguistic, cultural, social and ideological formation of the deaf. However, despite the legal recognition of the deaf as a being who learns and perceives the world through visual experiences, teaching practices are still focused on the learning parameter of a hearing majority.

Lebedeff (2010) states that language teaching practices for the deaf are still based on the phonetics of oral language and the use of oral instruments, which intensifies the need to equip teachers with strategies that respect the visual experience of these students.

The distance between what literature says and what actually happens in classrooms attended by deaf people fosters research on how visual resources can and should be used in order to ensure visual literacy.

According to Arnheim (1989), the composition of visual perception permeates balance, figure, shape, space, light, color, movement, dynamics and expression. The point, line, shape, color, and light become compositional aspects of visual syntax.

Skljar (2015) shows that the visibility of the deaf is not limited to linguistic issues, but involves cultural and social meanings; meanings that should be provided in common schools with deaf people included in SEA rooms or classes for the deaf, whether with deaf or hearing teachers. It is important to emphasize that:

[...] The visual experience has been the object of investigation and discussion by the deaf community and researchers in the area, in the search to tension an "applied visibility", that is, to tension so that pedagogical practices, technological artifacts, curricular architectures and the buildings of schools for the deaf are problematized and proposed from the understanding of the visual experience. (LEBEDEFF, 2017, p. 248).

Allied to the bilingual conception, visual imagery resources act as a means for the deaf to play a leading role in the discourse, boosting the learning process in which Libras acts as a mediating system between the peculiarities of structuring and representation distinct from the two languages involved in the process.

However, such protagonism should not be attributed as a specific ability of the deaf, as they are extremely visual and develop visual acuity well. Semiotic awareness and the perception of the image as a whole require learning, a specific environment, motivations and unique resources. In our schools, in general, this language still needs to be accompanied by other means until it can be considered a learning resource, especially in relation to the communicability of instructional images.

Faced with different types of images available in the school environment, it is up to the educator to select, plan and forward the work, considering that each image meets a functional requirement and, therefore, one must think about how each meaning is constructed, interpreted and understood (HALL, 2008).

The perception and visual input of the deaf lack direction towards the focus of learning, since many tend to superficially grasp information and this can confuse them as to what is relevant to the formation of opinion and the issuance of answers, skills that are required in the teaching/learning process of a language in its written modality.

The visual experience permeates the intellectual, linguistic, ethical, aesthetic, artistic, cognitive and cultural fields. Strategies for reading and interpreting from images need to be guaranteed for the formulation of thought and construction of knowledge in the area of

deafness. Perceiving the world through visual experiences, deaf people imprint cultural differences in their literacy process.

The visual resource is the most effective way to ensure the deaf's access to information. Lacerda, Santos and Caetano (2014, p.186) state that it is "relevant to think of a pedagogy that meets the needs of deaf students who are immersed in the visual world and learn, from it, most of the information for the construction of their knowledge [...] It is necessary to explain the classroom contents using all the visual potential that this language has". For this reason, media resources such as videos in Libras, games, applications, cartoons are excellent carriers of texts that are present in the daily lives of these students, bringing the image as contextualized information of the theme presented.

We are living in the era of visual argument. Just as we learn to read and write, we need to educate our gaze to read and interpret the multiple codes and linguistic representations that exist in the spheres of social communication, since reaching

Visual literacy means learning to read images, developing the observation of their constitutive aspects and traits, detecting what is produced inside the image, [...]. In other words, it means acquiring the corresponding knowledge and developing the necessary sensitivity to know how images are presented, how they indicate what they want to indicate, what their context of reference is, how images mean, how they think, what their specific ways of representing reality are. (SANTAELLA, 2012, p.13)

Some teachers of the deaf have developed their work with a focus on multimodality. Curricular proposals need to include reading and writing of multisemiotic discursive genres to ensure that students have literacy practices in the environments in which they are inserted. According to Rojo and Moura (2012), multimodal texts are those that present many languages or semiosis and that require skills and practices of understanding and production of each one of them for the construction of meaning. They point to the cultural multiplicity of populations and the semiotic multiplicity as specific types of communication and social information in contemporary times.

Contemporary education has invested in the use of the image and its relationship with the written text as a democratic resource capable of offering greater perception of all students regarding the different ways of reading, learning and interpreting. The effective reader needs to learn to read images, words, sounds and hesitations present in the texts.

Currently, in addition to the dictionaries illustrated in Sign Language, with the association of images and explanatory texts for the realization of signs, we also find

pamphlets used to disseminate the deaf community and guidelines on how to communicate with deaf or hard of hearing people.

Among the technological innovations, applications for interpretation and subtitles in Portuguese, Libras windows for interpretation, accessibility services in Libras or for people with hearing impairment in various establishments and public and private institutions stand out. Throughout this journey, the image has its space guaranteed, whether as a protagonist, supporting actor, content, resource or vehicle for the dissemination of signals.

New genres and supports require creativity and appropriation of know-how. The quality of the images and the commitment to their function (instructing) are essential elements for this type of broadcasting. In addition to the difficulties with the quality and dissemination of images, we also come up against the spread of fake news, which causes misinformation and generates conflicts of social behavior.

In view of all these events, we envision that the use of new visual genres in different supports with emphasis on the imagery resource collaborates in the sense of informing and instrumentalizing the deaf for individual and/or collective written production in PL.

LANGUAGE, AN INSTRUMENT FOR ARGUMENTATIVENESS

Expressing oneself through a language goes beyond the simple need for communication. Bagno (2007) describes it as a social activity, an integral and constitutive part of life in society. It is, therefore, a social and collective activity that involves all speakers of the same language. Marcuschi (2003) argues that it is through interaction with reality or with the other that the senses are born as a result of collective practice.

Almeida (2015) presents communication between human beings as an interpersonal process capable of establishing bonds based on the communicative possibilities of each one, which can happen with body movements, using objects from the environment or developing a linguistic code. Discursive activities in sign language enable deaf people to acquire linguistic and expressive resources necessary to develop argumentative competence.

The conditions for the construction of knowledge occur through discourse, which can manifest itself verbally, visually or verbally-visually, coming from a social construction, through the interaction between people in certain historical-social contexts through ideological signs. It should be noted, from a Bakhtinian perspective, that (every phenomenon that functions as an ideological sign has a material incarnation, whether as

sound, as physical mass, as color, as movement of the body or as something else" (ALMEIDA, 2015, p.57)

Deaf speech can manifest itself through various supports: video signed in Libras, lives with interpretation for the voice performed by a TILSP (Sign Language/Portuguese Language Translator Interpreter), Applications, Avatar, ELS (Sign Language Writing), oralization and written modality of PL, in which the discursive space is literally used in sign language. However, what we actually found in interactive and educational environments is the predominance of verbalized discourses in PL to the detriment of some occurrences in Sign Language or manifested by visual and/or verbal-visual resources. For Santana (2007, p. 80-81),

Language thus combines two distinct modes of signification: the semiotic, which considers that the sign exists when recognized as a signifier by the linguistic community; and the semantic, engendered by discourse because language, as a message producer, takes on a set of referents. [...] The role of language appears as preponderant in this set of systems.

Therefore, the research with visual argumentativeness is justified by the fact that Libras is a language that uses ideological signs capable of representing points of view, as well as evoking prerequisites that support opinion, since the image is subject to different readings.

According to Gracio (2010), argumentation includes a specific situation in which there is the presence of a discourse and a counter-discourse – a discursive opposition between at least two people with alternating turns of speech, while argumentativeness consists of a projective force inherent to discourses and its analysis does not imply turns of speech, it summons several voices in its discourse.

The relationship between language and argumentativeness lies precisely in the fact that one represents the other: argumentativity as a projective force, language as an extrapolation of voices. Language, in its various modalities of expression, becomes an instrument for the propagation of argumentative thoughts and their materialization in discourse. As an instrument, it reveals inequalities, prejudices and domination. The deaf are immersed in a majority hearing society that uses writing in most social practices.

Social interactions collaborate for the crystallization of powers based on the discourses and the place of speech of their interactants, reflecting the struggles, desires, barriers and achievements of a linguistic community. Although there is recognition and insertion of sign language in many spaces, it still circulates among the deaf themselves and

a limited number of listeners in everyday situations, being used as a means to reach the majority language, without the commitment to reflect and give voice to the desires and ideological positions of the deaf in environments of debate and argumentation.

Although they are immersed in the majority society, users of a language in a different modality in interaction with their peers or with people belonging to a restricted community, the Deaf Community, are identified as linguistic minorities.

Sign language has all the linguistic universals as well as oral languages: phonological, morphological, syntactic, semantic and pragmatic. Gesser (2009, p. 27) points out that, "in addition, we can find in it other characteristics: productivity/creativity, flexibility, discontinuity and arbitrariness".

By including oral languages and written languages as part of language and, therefore, as social practices with an equal power structure, we discard the obligation of a single recognition of writing for the legitimacy of social practice in everyday life. For the deaf, sign language represents the guarantee of the constitution of their identity and the recognition of their capacity for development.

Because the LP is, by the Federal Constitution, the official and notarial language of Brazil, in which commitments, assets, the identification of people and the teaching itself are registered, the MEC determines the use of this language mandatory in social, cultural, economic, legal relations and in educational institutions. Thus, PL is the second language of the Brazilian deaf, in agreement with Albres (2010), Fernandes (2011) and Lodi (2015), and should be used in its written modality to guarantee social functions in the Brazilian context.

The elements peculiar to the deaf community, including the lack of contact with deaf peers and with their first language from an early age, oral experiences, alternative communications, the late discovery of their identity and culture, are disregarded by the so-called inclusive school institutions.

Thus, when it comes to literacy and its practices, the written language has been gaining prestigious status due to its importance in today's society. However, writing cannot be understood as the only way to endorse social practices, since such practices are constructed by the interactions and needs of those who use them.

Because they do not hear, the deaf benefit from the visual aspect of writing in their acquisition process. This process is not based on the written/oral relationship, but on the correlation between image/sign/written word. It is possible to register the presence of

materiality composed of various forms of communication in the productions written by deaf people.

For them, the alphabetic code represents a set of strokes to be combined. As they are unable to make these combinations by auditory input, just as listeners do, they need to memorize the word as a whole, stroke by stroke, letter by letter. The visual memory of the word is evoked at the moment of writing. In this way, there are changes in the order of the letters that are not commonly registered in the writing of listeners. Something that may sound absurd to our ears may make sense for the deaf person's writing, because if they ask the sign and the meaning of what he has just written, he will be able to respond by signing.

Vygotsky (1988) concludes, in his investigations, that the development of writing is independent of the development of speech. Therefore, the deaf person is able to produce texts, as long as he is immersed in an environment of significant use of language for the construction of writing. The results of this construction will compose his discursive practices.

Users of a visual-spatial language need to feel the need for reading and writing. These two processes should make sense for your daily life. If they do not feel the need to use them outside the school environment, if they believe that their language can handle their social and family contacts, if they do not aim at social, academic or professional advances that require these skills, they will not feel motivated to learn and exercise.

METHOD

The present research was defined by a documentary study and consisted of carrying out the stages of data collection, analysis, interpretation in order to refute or confirm the hypotheses initially defined, aiming to contribute to the reconstruction, post-analysis, of the reality contextualized at the time of collection.

DATA COLLECTION SCENARIO

Data collection for analysis was carried out at the Pedagogical Support Center of Ipiaú, in the city of Ipiaú-Ba, maintained by the government of the State of Bahia and serves about 250 students in Specialized Educational Service (AEE) including deaf, blind and people with intellectual disabilities and disorders. Of this amount, approximately 50 deaf people are assisted in the area of Deafness.

DATA COLLECTION AND PRESENTATION

The data collection instruments were individual reports prepared by professionals from the Pedagogical Support Center of Ipiaú and activities carried out by deaf people attended at this institution during the year 2019 and the first two months of the year 2020.

The technique used for data treatment was content analysis, defined by Bardin (2011, p.15) as "a set of increasingly subtle methodological instruments in constant improvement, which apply to extremely diversified "discourses" (contents and continents)."

When it comes to deaf education, we return to the concepts of visual experience, visuality and image resources, as well as their use as a pedagogical resource in the context of learning Portuguese as a second language for the deaf in Brazil.

Considering the visuality of the deaf and the elements of imagery semiotics³, we analyzed visual literacy events that explored the visual potential of Libras in social and cultural practices of reading and understanding images, capable of evoking many understandings about a certain theme or time under study. Images impact and are capable of constituting concepts and meanings for argumentativeness when referred to other images in the possibility of establishing links favorable to understanding. Our goal is not the image itself, but the various nuances it can offer until it reaches the abstraction of imagery thinking, due to its aspect of multidirectional reading.

Pedagogical practices with imagery resources for the learning of the deaf accompany the need for immersion in the technological world, which, more and more frequently, makes use of digital and visual media for communication and social interaction. We believe that, immersed in problem situations, they are able to mobilize their argumentative competence and bring to their discourse the values, principles and knowledge accumulated throughout their social and communicative trajectory.

Therefore, in this research, the written productions by deaf people were analyzed, after the understanding and discussion of a specific theme in the two languages, Libras and PL, respectively, considering the modalities and linguistic structures of each one in the stages of presentation, discussion and analysis. Reports produced by teachers working in SEA classrooms in the teaching of PL for the deaf were also analyzed. The primary intention was to investigate which strategies and criteria established by the deaf themselves

³ [...] Semiotics of imagery [...] is a new study, a new visual field where deaf culture, the visual image of the deaf, visual and didactic resources are inserted as well. I want to clarify that this is not a gesture or mime, but a sign. (CAMPELLO, 2007, P. 106)

became beneficial to their understanding and expression in the various literacy situations experienced socially by them.

BETWEEN ANALYSIS AND DISCOVERY

The description of the data collected and the results of the analyses carried out is an important step, as it concretely reveals what was hypothesized as a research question and the reality that can be investigated. Analysis is a detailed process that requires focus and review of research objectives to get the expected responses. In view of this, we present, in this chapter, the description of the data collected, the categorization and analysis of the excerpts selected in the documents, in addition to the intervention proposal.

OR WHAT DO WE FIND?

Erwin Panofsky (2001, p.47-87) defines three levels for image analysis, namely:

- Pre-iconographic level: generic description of objects and actions represented by the image;
- Iconographic level: analysis in search of specific meaning, assuming familiarity with specific themes and concepts acquired through practical experience;
- Iconological level: interpretation of the intrinsic meaning of the content of the image.

Iconological analysis requires knowledge beyond the image, the visual representation. In fact, the interpretation of this stage is outside the image, even if semantically linked to its elements and forms. Describing and analyzing are more generic and direct steps; while interpreting and inferring require prior knowledge and association with other events and images previously analyzed. Bardin (2011, p. 45) points out that

[...] If description (enumeration of the characteristics of the text, summarized after treatment) is the first necessary step and if interpretation (the meaning given to these characteristics) is the last step, inference is the intermediate procedure, which allows the passage, explicit and controlled, from one to the other.

The evaluation reports of some students attending PL classes as a second language for the deaf point to the need for analysis and propositions for the practice of activities with the use of images aiming at writing in PL. According to the teachers' records, identified here by the letters of the alphabet (A, B, C, D, E, F and G), most students are able to associate simple images with their respective words in meaning, but they have limitations when asked

to make the written record. Below, we present, in table 02, excerpts extracted from the reports:

Chart 2 - Evaluation record

Professor A	<i>"[...] The student recognized most of the words, relating them to the respective images. However, he presented difficulties in the written record."</i>
Professor B	<i>"[...] correctly related only one word to the corresponding image, even consulting the word bank... continues to confuse and change the letters of the alphabet, requiring a lot of mediation."</i>
Professor C	<i>"[...] has demonstrated ease in memorization in establishing correlation of small words/image/sign."</i>
Professor D	<i>"[...] still has limitations for written production, requiring visual activities that favor vocabulary enrichment."</i>
Professor E	<i>"Sometimes, it is difficult to relate the written record to the corresponding sign/image."</i>
Professor F	<i>"[...] easily memorizes words and relates them correctly. However, it has difficulties in producing small sentences related to image contexts."</i>
Professor G	<i>"When asked to analyze a cartoon or post, it exposes basic and superficial elements, which also applies when asked to make a written record."</i>

Source: Individual Report on Deaf Student Service, CAPI (2019)

The excerpts extracted from the reports take up our research question about the correlation between image and writing in the context of deaf education. We analyzed documents collected in a reference center for the deaf, with a methodology of teaching a second language in written mode, proposed by teachers qualified in Languages and with specialization in Libras and Portuguese.

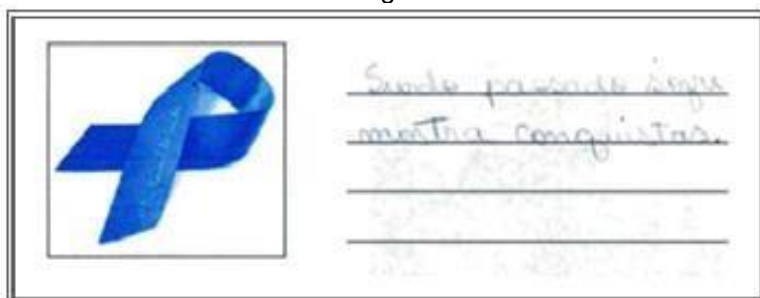
What to expect from written activities produced by deaf people in inclusive common schools? Difficulties regarding mediation, language of instruction, comprehensive and expressive languages, lack of knowledge of the deaf person's visuality are just some aspects to be considered in this context, but it is not our object of investigation in this work.

If it is through visual input that deaf people perceive and understand the world, this channel needs to be richly stimulated so that they have knowledge and ownership in the reproduction/production of texts mediated by the image-text. Many stagnate at the pre-iconographic level, generically identifying and associating the elements and words, without having the appropriation of the meaning denoted by the context in which the images are inserted or without conditions to seek previous knowledge experienced or not for the elucidation of the communicative event represented by the image.

DESCRIPTION OF THE DATA

We present, below, some images and texts produced by two students with an intermediate level of proficiency in Libras and in PL as L2. The transcription accurately represents their writing, including letters, punctuation, and signs. For a first analysis, let's look at figures (1) and (2):

Figure 1 – Blue ribbon: student 1



Source: Survey data

Transcrição do texto – estudante 1

Surdo passado
sofre mostra
conquistas.

Figure 2 – Blue ribbon: student 2



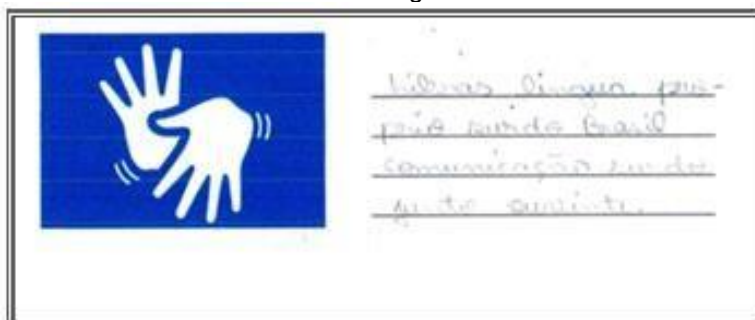
Source: Survey data

Transcrição do texto – estudante 2

A fita mostra ser
surdo importante
mas amo libras.

We observed that the two students present synthetic phrasal constructions, with a predominance of content words (SURDO, FITA, LIBRAS), absence of functional elements (SURDO PASSADO), use of inflected verbs (SOFRE, MOSTRA, AMO), in a mixture of structural elements of PL and Libras, consistent with the hypothetical process of writing that occurs during the stages of interlanguage. Let us now move on to figures (3) and (4):

Figure 3 – Libras: student 1



Transcrição do texto – estudante 1

*Libras língua
próprio surdo
Brasil comunicação
surdo junto ouvinte.*

Source: Survey data

Figure 4 - Libras: student 2



Transcrição do texto – estudante 2

*A Libras é uma
língua de sinais
mais importante
aprender
ampliação..*

Source: Survey data

We highlighted, in the students' writing, the absence of inflected verb forms, except for the form (É), with a predominance of content words (SURDO- BRASIL – LIBRAS - LÍNGUA), allied to other elements of PL, in an undefined syntax, in addition to the inappropriate use of the verb in the infinitive (APRENDER AMPLIAÇÃO). Let us consider the following figures (5) and (6):

Figure 5 – Deaf community: student 1



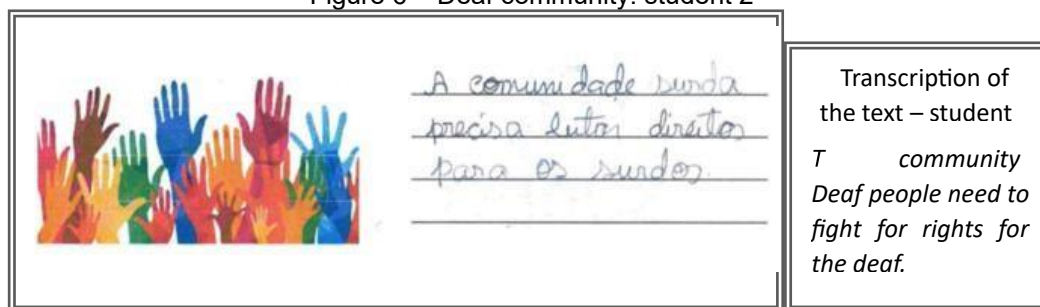
Transcription of the text – student 1

*Parabéns surdo.

surdo surdo.*

Source: Survey data

Figure 6 – Deaf community: student 2



Source: Survey data

Student 1 built a topic - two-word comment (CONGRATULATIONS DEAF). Student 2, on the other hand, organized a more structured period with inflected verb forms, but still without the use of connective elements (NEED TO FIGHT RIGHTS).

It was possible to verify that the students' writing is oscillating between the levels of IL1 and IL2, mixing registers of words of content, and sometimes elements of PL are inserted, still with some inconsistencies or inadequacies, which are characteristics of the IL1 and IL2 process listed by Brochado (2003), according to chart 1 (p.31), corresponding to the intermediate level of proficiency in L2 established by the CAPI care team in the area of deafness.

We emphasize that this process is changing, as Paiva (2014) warns, open to the stimuli they receive within a given context, and may or may not move towards the fossilization or closure of interlanguage. However, we believe that the closure of this writing will not happen immediately, because these deaf people are awakening to the process of writing in L2, its structure and functions, and there is still much to unravel.

ANALYSIS

The previously established categories of analysis were: (i) reading and comprehension of the text-image; (ii) correlation between images contained in the ceiling and words associated with them; and (iii) level of argumentativeness present in the text produced.

Reading and comprehension of the text-image

The comprehension of the text-image requires harmonization between the visual and the verbal, the expressed and the non-expressed by the image, the absences that greatly

contribute to the interpretation. For many deaf people, these absences are not noticeable and understanding occurs superficially.

The images selected by the team of teachers demonstrate the care in the selection of material for comprehension and expression activities. They are associative images, focused on the main objective, with specific colors, representing isolated actions, although belonging to a specific context and already discussed previously.

The process of reading, understanding and expression happened without many obstacles. The correlation between the images presented as a basis and the texts recorded in the writing established a semantic connection and coherence in the information presented, detecting the intrinsic meaning of the image content, reaching an iconological level of interpretation, obeying the scale proposed by Panofsky (2001).

The writing of student 1, in figure (5), reveals impairment of the word/image/meaning correlation due to the interference of visual reading in Libras and extrapolation of the text-image in the contextualization of ideas. This student made an iconographic level analysis, according to Panofsky (2001), because he presupposed familiarity with the theme through the experience of knowledge in his first language. Here we return to Santaella's (2012) indication of the need to develop sensitivity to interpret what the images really represent and to detect their context of reference and their way of demonstrating reality.

In figures (1) and (2), both students associated the image of the tape with its representativeness for the deaf, either because of its importance or because of the memory of the past of suffering, struggles and achievements, a fact evidenced by Skliar (2015), when he warned that the visuality of the deaf is associated with social, cultural and linguistic issues themselves. We add, here, the emotional and representative issues, specifically in this context analyzed.

Correlation between images contained in the text and words associated with them

We found that the deaf students were able to faithfully comply with the semantic criterion of meaning and semantic correlation of the words used and their respective discursive contexts, except in figure (5) – Deaf community -, when student 1 associated the image with the CONGRATULATIONS sign in Libras. The interference of the first language in the process of reading, understanding and interpreting the second language is visibly noticeable.

These students knew what needed to be said, for what cause they fought, what they considered best and what paths to indicate for the realization of improvements. Finally, they managed to establish the argumentative relationship, even though all of it was not verbalized in the written form of the PL.

However, clues of this intentionality were left and marked in his texts, which were certainly more complete when signaled in Libras. In this path of Libras – PL transposition, facial and body expressions and directional movements are lost because there is no direct correlation for the literal transposition from one visual language to another oral language.

In figures (1) and (2), the students used words belonging to the context; however, they do not organize them in a sentence structure. In figures (9) and (10), the students constructed instructional text, using words well positioned in the context proposed by the text-image.

Understanding language as capable of combining image (semiotics) and meaning (semantics), Santana (2007) advises combining these two modes engendered in discourse. Students at the IL2 and IL3 levels were able to use this language resource well in the records analyzed.

Level of argumentativeness present in the text produced

As for the argumentative resources used – the main object of this investigation – it was noticeable the greater appropriation of them in the first communicative event, collected among students at an intermediate level of proficiency.

In the written records from figures (3) and (4), it was possible to verify the presence of argumentativeness through the use of content words as a resource for the opinion statement, in an attempt to position itself, still without appropriation of the cohesive elements of the PL. We also observed textual intentionality demonstrated by the sequencing of words and ideas in the written representation from figures (5) and (6). We attribute this fact to:

- a) greater knowledge of the subject;
- b) exploration of the theme every year in September;
- c) personal identification;
- d) relevance to your social and academic life;
- e) longer time for typing training and memorization of words belonging to the lexical field;

We observed that these students met the lexical and expressive criteria well, by the selection of vocabulary, structure of the periods, punctuation and sequencing of ideas. They just lacked more time for association, apprehension and attribution of meanings. We emphasize that, even so, the concern with warning about the dangers and precautions in facing the Coronavirus reveals argumentative intentionality evidenced in the use of content words.

The verification of these marks and argumentative clues in texts written by deaf people in PL endorses our hypothesis that the activation of the comprehensive and expressive languages of Libras are propelling the production of argumentative texts written in PL.

Thus, conceiving writing as a linguistic object capable of revealing social place, we infer that all participants registered their conceptions based on their relationship with the theme and context presented.

INTERPRETING THE FINDINGS

The analyses of the communicative events collected present the writing of learners on their way to the structure required by PL. The coexistence with writer listeners in formal literate environments, such as school institutions and SEA service centers, provides them with a more perceptive and hypothetical look at their own form of written expression.

It is worth mentioning that this writing is the result of a process of conversation circles for awareness, presentation of themes, vocabulary exploration, use of typing, imagery and linguistic associations, organization of a bank for consultation of words and meanings until the final stage of writing.

It was evidenced that the greater and more efficient the exposure to various visual materialities, associated with their lexical fields and meaning, the greater the capacity of written argumentative expression of the deaf. Similarly, for the listener, it is limiting to write or argue about something that one does not know or has superficial knowledge of. However, the experiences of apprehending knowledge and information for them is broader, allowing them to present an opinion, although without convincing basis for the arguments.

We have reached the point of defending the equality of apprehension of information and the basis for argumentative writing. Exploring well the images and possible associations to certain contexts guarantees the deaf the possibility of positioning, as much

as readings, debates, interviews, lectures and images guarantee a basis for the argumentative writing of the listeners.

Listeners write about what they see, hear, read, copy, think. Deaf too! But, primarily, about what they apprehend through their natural channel of reception, which is visibility. We defend respect for this condition and priority in the selection of teaching-learning strategies and resources in the context of deaf education.

The analyzed writing showed a wealth of information and focus on the contextualization of the themes, being able to reach deaf or hearing readers. The absence of some unional elements of the PL did not compromise their argumentative essence. The choice of content words guaranteed the paramount to be recorded. The changes in order in the letters and the inadequate graphic accents did not make the words so strange. On the contrary, they sharpened the capacity for hypothetical deduction of their readers.

Finally, there was communication! The text presented sends a message and reveals communicative intentionality through the lexical choices made by its writers. On the path to the second language, they are learners who can express opinions in different languages, in different ways in a single context.

It was possible to detect, in the writing of the deaf, morphological exchanges and other communicative strategies presented by the study by Brochado (2003) as interactive occurrences resulting from the reformulation of the parameters of L1 and L2 in the interlanguage system. The fact that they learn Libras and written PL concomitantly causes the fossilization of some structures, since the acquisition of the second language occurs from the mastery of the structure and functioning of the first.

The excerpts transcribed from the reports organized by the teachers primarily pointed to the correlation between sign and image, but with a limitation in the correlation between these and the corresponding writing in PL. Another observation recorded was the superficiality in the comprehension and written expression from image texts.

The analysis carried out in this study proved the observations made by the teachers, as well as the characteristics of IL presented by Brochado (2003) as part of the path of appropriation of the second language for the deaf. From these interpretations and findings, we propose an intervention stage, with three workshops on argumentativity and visual literacy, using imagery strategies that will culminate in the written production in PL. Below, we present the proposal and pedagogical procedures for this stage.

FINAL CONSIDERATIONS

The discussion presented in this work is permeated by the problematization of visuality and the need to rethink the strategies and resources used in the teaching-learning process of the deaf. We found that there is a consensus among researchers on the importance of imagery materiality for the linguistic, cultural and social development of the deaf community.

We are intrigued by the fact that it is enough to present content using visual supports to guarantee the development and interaction between deaf and hearing people. The theoretical assumptions analyzed confirm the need for composition between different materialities for the activation of previous knowledge capable of organizing thought for the apprehension of information.

Focusing on our objective of analyzing the processes of reading, comprehension and writing in PL mediated by contextualized images in favor of the production of a text in argumentative genre, we implemented actions of survey and analysis of the written records by deaf people in these production conditions in order to observe in more detail the images used and the path of reading and comprehension until the realization of writing.

The writing analyzed in this research legitimizes the differentiated linguistic condition of the deaf, reveals the importance of completeness between the image, the sign, the word and, mainly, the discursive context for comprehension in Libras and written expression in Portuguese.

The detailed analysis of the written records from the mediation in Libras and of the selected images proves the possibility of interaction between the languages, even if markings, inadequacies or acceptable exchanges arise when it comes to the use of languages, specifically an oral and a visual language.

In addition, these occurrences served as motivation for the investigation, in an attempt to understand how that understanding was processed and what was the communicative intention of such a record. All texts were subject to analysis and there was not even one occurrence that could be discarded or ignored due to the impossibility of extracting meaning.

We defend as necessary the composition of different elements (visual, linguistic, conversational, structural) among others that may arise, for a meaningful mediation, which allows the deaf to have autonomy in choices, hesitations, markings and interlanguage

registers. The more options they have at their disposal, the more chances they will create, and the more they will know about the second language.

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