THE PRESENCE OF INTERLINGUA IN THE WRITING OF PORTUGUESE BY DEAF PEOPLE

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ABSTRACT

This article addresses the process of writing Portuguese by deaf people, with the general objective of listing some elements of the learning path of Portuguese written by these subjects. Among them is the understanding that the deaf person will bring elements of the structure of the Brazilian Sign Language – Libras to the writing of Portuguese. This issue is significant, because the deaf person learns written Portuguese as a learner of a second language. We adopted as methodological procedures a qualitative research, a bibliographic review and we used an action research. It was carried out in a state public school in the city of Recife (PE). A deaf student who used sign language participated in this study. In view of this, we emphasize the presence of interlanguage in the writing of Portuguese by the deaf person, as he is a learner of a second language and this is part of the process of construction of his learning. In this way, visual pedagogy is an effective way in the learning strategy of the deaf person.

Keywords: Interlingua. Writing. Portuguese. Deaf people.

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INTRODUCTION

The history of the education of deaf people is permeated by conceptions of teaching and learning that were not thought and formulated to meet their linguistic reality. Oralism is a method, which, as Perlin and Strobel (2006) point out, aims to fit the deaf person into the world of hearing. Perlin and Strobel (2006, p. 19) point out its characteristics: "there are many different oral methods in education with the deaf, 'oralism' is one of the resources that uses speech training, lip reading, and others, this resource is used within oral methodologies". This method is a possibility of learning choice, however, it should not be placed as the only way.

Bilingualism emerges as an innovative methodology that seeks to learn sign language. In Brazil, Libras as the first language of the deaf is the oral language of the country in the written modality as a second language, in Brazil the Portuguese language (Azevedo, 2002, p. 826). He understands the deaf person as visual subjects and this is directly linked to sign language and its culture.

Even when the deaf person receives a bilingual education, there are elements of Libras in the writing of Portuguese. Santos, Gomes and Sousa (2013) evidence the influence of Libras on written Portuguese, through a research on the writing of deaf students who were in elementary school, pointing out that these students interact in the visuogestural plane, that they have interfaces with orality, that is, that they tend to write based on the signs and structure of Libras. In the writing of these subjects, there are elements of alternations and juxtapositions of the languages involved – oral and sign. There is also a bimodal interactive instance (concomitant use of speech and signs), through which sign language can interfere in the superficial structure of the text (use of connectives, prepositions, verb tense, nominal and verbal agreement).

Therefore, this article has as its general objective: to list some elements of the Portuguese learning path written by deaf people. Among them is the understanding that the deaf person will bring elements of the structure of Libras – Brazilian Sign Language, to the writing of Portuguese. Its specific objective is to present ways that encourage the learning of written Portuguese for deaf people.

This work has two sections, in the theoretical foundation: the first reports the process of interlanguage. The construction of its performance and its central processes, bringing a reflection of each process with the writing of Portuguese, by deaf people. The

second points out learning strategies based on visual pedagogy. The importance of visual resources in learning, with emphasis on the strategy of using a concept map.

Thus, we seek to provoke reflections on how the deaf person learns written Portuguese, as a learner of a second language, as we adopt the understanding that bilingual education is the most appropriate teaching methodology for the deaf person, as pointed out by Lodi *et al.* (2010).

THE INTERLANGUAGE PROCESS

According to Selinker (2020), to learn a second language, a teaching methodology is needed that points out a way out of what is needed for the learner to appropriate it. He also emphasizes that the important thing is not the success or failure of those who learn a second language, but the learning process and in it perceiving the paths taken by the learner.

To explain important elements of the psychology of second language learning, it is relevant to understand some characteristics of the psychological structure of adults, that is, the way bilingual subjects do, which Weinreich (1953 *apud* Selinker, 2020, p. 278) called as:

> "Interlingual identifications". In his 1953 book, Languages in Contact, the author discusses—albeit briefly—the practical need to consider, in the studies of bilingualism, that such identifications (such as those of a phoneme in two languages, a grammatical relation in two languages, a semantic feature in two languages) were made by the individual in question in a situation of linguistic contact. Although Weinreich conducts many linguistic and psychological questions, he leaves completely open questions concerning the psychological framework in which we believe these "interlingual identifications" exist; We assume that this psychological structure exists and that it is latent in the brain, activated when someone tries to learn a second language.

In this conception of latent psychological structure, the concept that is most similar is Lenneberg's latent linguistic structure (1967 *apud* Selinker, 2020, p. 278). According to the author, it would have the following characteristics:

> (a) it is a pre-formulated arrangement in the brain; (b) it is the psychological counterpart of the concept of universal grammar; (c) it is transformed by the child into an updated structure of a particular grammar, as a function of certain maturational stages.

This research considers the existence of latent linguistic structure, as described by Lenneberg. It will be considered that there is also an organization already structured in the

brain, which for some people is different from Lenneberg's latent linguistic structure, and functions united to it. However, we will adopt the model of Lenneberg (1967).

Selinker (2020, p. 278) says that: "there is no guarantee that this latent structure will be 'updated' in the actual structure of any natural language, that is, there is no guarantee that an attempt at learning will be successful". There are chances of having an overlap between the acquisition of this latent linguistic structure and other intellectual structures. However, in the latent linguistic structure described by Lenneberg (1967), there is a relevant success in learning a second language. The attempt to learn, whether successful or not, will be relevant to consider, since they trigger a different structure:

> Although still genetically determined (which we will call here the latent psychological structure), whenever they try to produce a sentence in the second language, that is, whenever they try to express, in a language they are learning, meanings that are possibly already familiar to them. (Selinker, 2020, p. 278).

In view of this, Selinker (2020, 280) will say that there is a linguistic system in parallel to the one that exists in the target language of learning:

> As it is possible to observe that the utterances produced by a learner in the target language are not identical to those produced by the native speaker to express the same meaning, then we are practically obliged to establish as a hypothesis the existence of a separate linguistic system, which is apprehended when the learner tries, in his output, to produce a norm in the target language. This linguistic system will be called "interlanguage".

Before describing psycholinguistic processes, another important understanding is the concept of fossilization, as it is the mechanism that also exists in the latent psychological structure described above.

> Fossilizable linguistic phenomena are linguistic items, rules and subsystems that speakers of a specific mother tongue will tend to maintain in their interlanguage for a given target language, regardless of the age of the learner and the amount of explanations and instructions he receives in the target language. (Selinker, 2020, p. 281).

The understanding of the concept of fossilization contributes to the understanding of the construction of performance in interlanguage and its central processes, which according to Selinker (2020) are:

a) Linguistic transfer: fossilizable rules and subsystems that occur in interlanguage performance are a result of the native language. The deaf person, user of Libras (L1), will be based on elements of sign language, in the writing of Portuguese

(L2);

b) training transfer: fossilizable rules and subsystems are the result of identifiable items in the training procedures, such as rules and subsystems are incorporated into the linguistic system of the deaf person, as a result of the instruction for the acquisition of L2;

c) Second language learning strategies: the deaf person is able to identify and use effective strategies for their L2 learning, thus aiming to develop in the target language, in this case, written Portuguese. It also has a cultural bias. Selinker (2020, p. 284-285) points out that "strategies for dealing with target language material evolve whenever the learner realizes, consciously or not, that he or she does not have competence in relation to some aspect of the target language". He also elucidates that: "in many interlingual situations there is a tendency, on the part of learners, to reduce the target language to a simpler system than it really is" (Selinker, 2020, p.285);

d) Second language communication strategies: it is believed that they have enough of the target language to communicate, using inappropriate means;

e) overgeneralization of the linguistic material of the target language: the deaf person understands that the semantic characteristics of L2 can be applied to all L2 rules.

These are relevant processes for second language learning. Sometimes, language structures in interlanguage are never really eradicated in most second language learners and tend to reappear regularly in productive interlanguage performances, especially in moments of anxiety, dispersion and in cases where the learner will deal with subjects that are new to him in a second language. As Selinker (2020, p. 285-286) emphasizes:

> It is this observation that allows us to claim that these psycholinguistic structures, even when apparently eradicated, are still somehow present in the brain, stored by a mechanism of fossilization (primarily through one of these five processes) in an interlanguage. We can go further, proposing as a hypothesis that the interlingual identifications that psychologically unite the three linguistic systems (LN, IL and LA) are activated in a latent psychological structure whenever an individual tries to produce sentences in the target language.

We can see this in the example in the following image:

Image 1: Writing of a deaf person
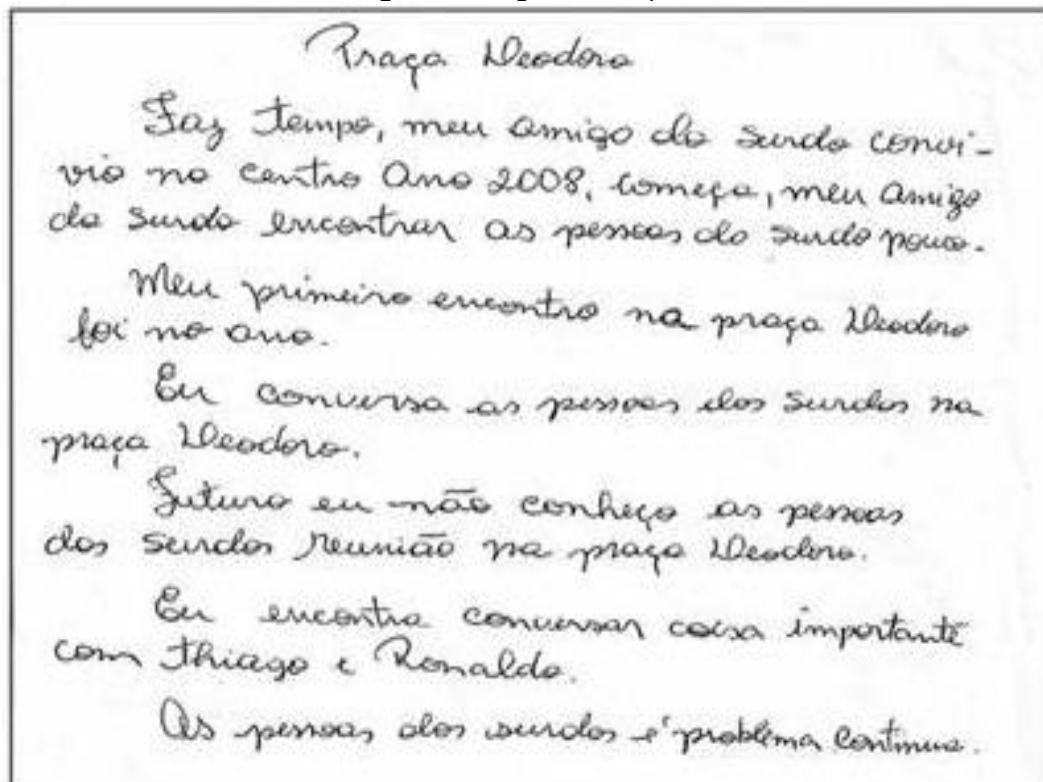
Source: Zacchaeus, 2019, p.7.

The writing above is from a deaf person and in it is present the interlanguage. The target language is written Portuguese, but there are characteristics of sign language in writing, such as: connectives are missing and some verbs conjugated inappropriately. In sign language, there are few connectives used and the verb is used in a single way. To indicate past, present and future, another sign is usually used plus the sign of the verb used.

This characteristic is not only restricted to the deaf learner, as shown in the image below.

Table 1: Writings of listeners learning other languages

On the following day ----------------------------- In Portuguese: The next day. An interference of the linguistic system of the English language is clearly observed, since adjectives in that language are often used before nouns. We went to play football ---------------------- In Portuguese: We went to play football. In this case, a direct transfer of the rules of the future in Spanish to Portuguese is observed, since in Spanish, the future can also be expressed using the structure: verb "ir" (in present tense) + "a" + infinitive. For example: Yo voy a trabajar mañana. So, with friends, we spend some time ----------------- In Portuguese: So, with friends, we spend some time. In English, the verb SPEND has two more usual meanings, which are Passar e Gastar, therefore, therein lies the inadequacy of the learner's choice, which, when choosing the second meaning, denotes interference of the English language in the learning of Portuguese.

Source: Bastos, 2016, p. 84-85.

The examples of the learners above, who have both Spanish and English as their first language, in the process of learning Portuguese, import elements of their grammatical structure from their first language.

Thus, it is important to realize that interlanguage is something present in the learning process and will help in this research to understand the learning of the deaf person. A bilingual education is also relevant in their learning, as the next session will show.

LEARNING STRATEGIES BASED ON VISUAL PEDAGOGY

Considering that visuality for the deaf person is a means for language to be acquired, it is necessary that in the context in which visual resources are valued. (SANTOS, 2018 p.5). According to Lebedeff (2010 *apud* Santos 2018, p. 5) "this is not only in the instruments of support for learning, but also as pedagogical practices that enable deaf students to construct meanings and knowledge".

The pedagogical strategies that are supported by visual resources, among these are the concept maps, which according to Moreira (2013 *apud* Santos, 2018 p.3) are:

> Understood as "external representations that somehow reflect internal (mental) representations of the mapmaker", and can be used as an instructional resource, to facilitate the presentation of a certain topic, as well as in the evaluation of learning and in the conceptual analysis of curricular contents.

These strategies are based on Visual Pedagogy, according to Santos (2018), as they are presented as ways to explore visuality, both in sign language and in other technological and social resources related to the image.

Lobato and Bentes (2018 *apud* Santos, 2018, p. 6) also point out:

The Concept Map is an element that has several concepts that indicate relationships between each concept or word that we use to represent something on the map. It is relevant to point out that it must be clear on the map which concepts are contextually more significant and which are secondary or specific concepts. In a given Concept Map, arrows can be used to give a sense of direction to certain conceptual relationships.

The following image shows an example of a concept map:

Image 02 – Interactive Concept Map
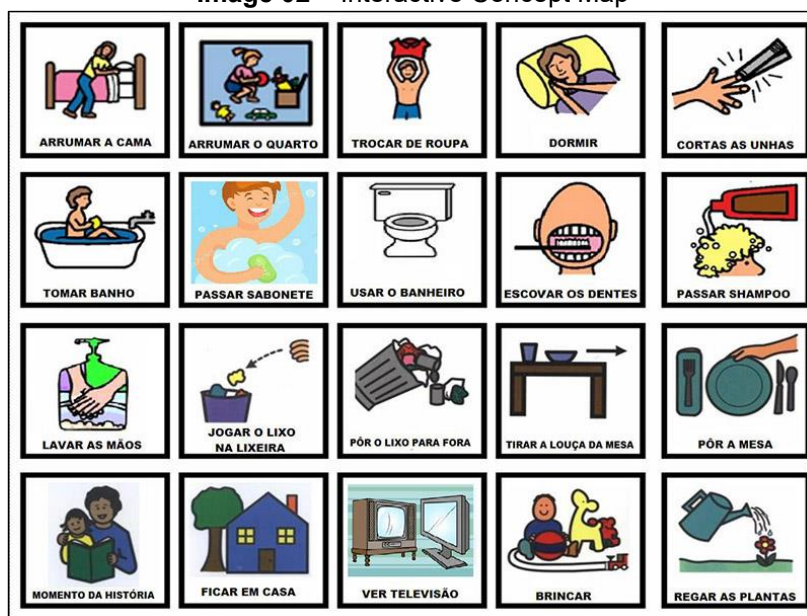
Source: Apae, 2020.

It is perceived that in addition to the images of places, people and objects, there is the resource of writing the word. This contributes to the deaf person beginning to internalize the writing of Portuguese. Another important point is that no word was omitted, for example: watering the plants. In sign language, it is only necessary to make the sign of watering and planting. However, Santos presents a writing pattern to be understood.

The concept map is an example, but there are other visual resources that facilitate the learning of the deaf person, such as videos, infographics and others. This enables the creation of an inclusive context that is more appropriate to their needs, presenting a visual form of access to knowledge.

Therefore, both in the use of the didactic sequence and in another teaching and learning strategy, it is necessary to use these knowledge instruments, which are visual resources.

METHODOLOGY

This research was carried out based on a qualitative approach. We highlight the choice of a qualitative research, as it brings the research object closer to the researcher, translating and expressing meanings of the social world of the study. According to Stake (2016) it means that "his reasoning is mainly based on human perception and understanding". As we did the research with deaf participants, the elements that refer to their human specificities are paramount in the understanding and execution of all stages, as well as in the analysis of the research results.

We use action research, because according to Franco (2005), it is based on a concrete social situation to modify it and, more than that, it must be constantly inspired by the transformations and new elements that arise during the process and under the influence of the research. Tripp (2005) shows the phases of the basic cycle of action research:

i.   planning an improvement in practice - this implied the choice of the school, the research participants and the didactic sequence instrument for data collection and the final product, which was an orientation booklet;

ii. act to implement the planned improvement, with the application and observation of the didactic sequence; monitor and describe the effects of the action, through the observed records and evaluate the results of the action, in view of all the elements of the process. With this, a notebook of guidelines was offered, which will possibly cooperate in the learning of written Portuguese, as a second language for the deaf.

Regarding the intervention instrument, we used the didactic sequence, we carried out a set of school activities organized in a systematic way around a discursive genre, using the essay-argumentative text. It is used in some exams, as part of the test requirement for admission to higher education and in other everyday situations. It is also known polularly as essay.[3] Caneiro (2020, p.83) points out that: "in these tests, students are required to solve problems presented in the production commands, that is, when they understand what is asked in the production command, students must argue a possible solution". Carneiro (2020) also states that the moment of argumentation is valuable, as it is

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[3] Writing, used here, refers to the essay-argumentative text and not to the most influential writing process on language teaching at a time, a code by which the sender encrypts his message, which will be deciphered by the receiver, if there is no noise in the communication channel through which it is transmitted (GUEDES, 2009).

allowed for the student to stand up, that is, to bring his or her point of view and reflections.

Dolz *et al*. (2004) say that the didactic sequence contributes to providing the learner with the practice of genres that he/she does not master and new languages or languages that are difficult to master. The following is the structure of a base of a didactic sequence.

Image 03 – Didactic sequence model.
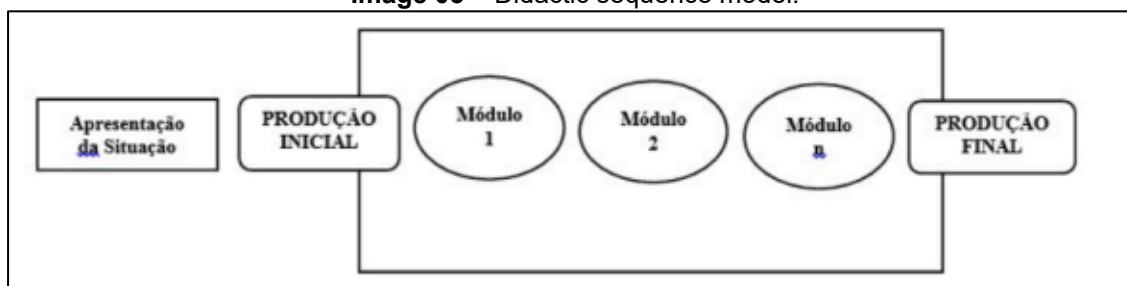
Source: Dolz, Noverraz and Schneuwly (2004).

A nineteen-year-old female student in the third year of high school participated in this research.

It was carried out in a public school in the State of Pernambuco, in the city of Recife. This educational institution is pointed out by the regional education of the said state, with a large number of deaf people enrolled. Historically, it has a large number of deaf students, members of the deaf community.

The research activities took place in the multifunctional resource room of the respective institution, where there is an appropriate environment for the execution of the research stages: silence, table, chair and adequate light. This space is open in the morning, as well as in the afternoon. The deaf subjects went to the research in the after-hours of regular education. The meetings took place weekly, lasting approximately 50 (fifty) minutes.

DATA ANALYSIS

We will present the description and analysis of the didactic sequence as an intervention strategy and list the instruments used in this process, as well as the descriptions of the interventions and analysis of the written productions of deaf students.

The didactic sequence was composed of 05 (five) interventions, with the general objective of listing some elements of the learning path of Portuguese written by this subject and as a specific objective, to identify the presence of interlanguage in Portuguese written

by a deaf person. The model of didactic sequence used in this research is that of Dolz, Noverraz and Schneuwly (2004).

Data analysis will be described in four categories: description of interventions, diagnostic analysis, writing analysis, and rewriting analysis.

DESCRIPTION OF THE FIRST INTERVENTION

In the first meeting, we presented the situation. We informed the deaf student that, throughout the research, the texts worked on would be essay-argumentative and that in the first meeting it would be a text, in which he would express his opinion. In view of this, we would analyze writing and present some contributions in the process of appropriation of written Portuguese as a second language.
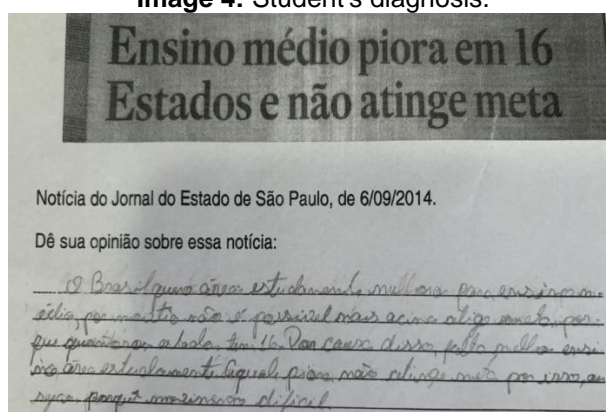
Then, we present a list of topics from essay-argumentative texts of ENEM – National High School Exam, from 2002 to 2022. We used the ENEM base, because the deaf participant is in high school and the evaluative form of the textual production of this exam is the essay-argumentative text.

The student chose two (2) themes, which aroused the most interest, namely: child labor in Brazil (ENEM, 2005); and **the persistence of violence against women in Brazilian society (ENEM, 2015). This order will be worked out in the didactic sequence.**

Presentation of the first writing, whose moment we call diagnosis (stage of initial production) and its analysis. Before delivering the text, the activity was explained entirely in Libras, then the words that are in the image below were signposted.

DIAGNOSIS ANALYSIS

Image 4: Student's diagnosis.

Ensino médio piora em 16 Estados e não atinge meta

Notícia do Jornal do Estado de São Paulo, de 6/09/2014.

Dê sua opinião sobre essa notícia:

It can be seen that the student of the research uses words from the text to compose his writing, such as: high school in the first line and goal in the fourth line. This shows that you feel insecure and seek support in your writing. In addition, there is a presence of the structure of Libras in writing, such as in the first line: "student improves" and the absence of some connectives, punctuation and nominal agreement. This is what Selinker (1972, p.281) calls interlanguage "rules and subsystems that speakers of a specific mother tongue will tend to maintain in their interlanguage referring to a given target language, regardless of the age of the learner and the amount of explanations and instructions he receives in the target language".

DESCRIPTION OF THE SECOND INTERVENTION

In the first moment, the video https://www.youtube.com/watch?v=Q2uAVD5iWeM, which is in Libras, was presented, in which there is an explanation of what a structure of the essay-argumentative text is like and what needs to be in it: introduction, development and conclusion. We note that this video is in Libras and with subtitles.

In the second moment, what a paragraph is and its structure was explained, using the Enem texts. We aim to show the division of the text and that there is a relationship between the sentences that are in it.

Then, images were presented on the theme of the text Child labor in Brazil (ENEM, 2005). In the diagnosis, no images were presented, but only the text with the letters of the alphabet of the Portuguese language.

Image 5: child labor.   **Image 6:** child labor.   **Image 7:** child labor.

Source: Motta, 2020.   Source: Abrinque Foundation, 2021.   Source: O Globo, 2015.

The use of visual resources in the literacy process of deaf people is an educational strategy that contributes to their linguistic and cognitive development, as follows:

> The deaf person uses language made up of visual codes with the ability to develop signifiers and meanings that provide him with access to knowledge. Vision, in addition to being a means of language acquisition, is a means of development. This happens because the cognition of the deaf develops in a totally visual way, different from that of listeners who use hearing to communicate, to capture explanations, concepts, meanings (THOMA *et al.*, 2014, p.13).

Soon after, he was asked to express what he knew about the theme in Libras. Thus, he could share his knowledge with the researcher. This moment occurred in all the meetings. Libras is the first language of the deaf person. Quadros points out (2004, 2005, 2006) that understanding how they think through it is an important step to outline teaching and learning strategies.

Then, the base texts offered by ENEM for the construction of the essay-argumentative text were translated into Libras by the researcher and finally she was asked to write her own text.

WRITING ANALYSIS

Image 8: student's first writing.
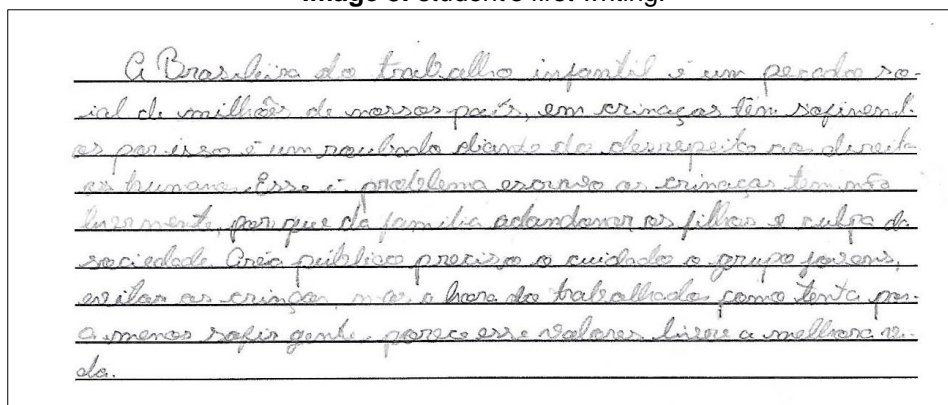
We noticed that the participant uses words from the ENEM base texts to compose his writing, such as "Brazilian" and "child labor". The presence of sign language also permeates a good part of the text, such as "suffer" in the penultimate line, where it should write "suffer". This is one of the characteristics of the central processes of interlanguage described by Selinker (2020), which he calls linguistic transfer. The deaf person takes Libras as a basis in the writing of the Portuguese language.

There is a difficulty in distinguishing feminine and masculine words and their respective articles, in: "A Brasileiro".

The student wrote his text in just one paragraph. Apparently, the concepts passed on through the video and the researcher's explanation were not fully assimilated.

DESCRIPTION OF THE THIRD INTERVENTION

At first, the video was shown again: https://www.youtube.com/watch?v=Q2uAVD5iWeM, because the first student showed, in the previous meeting, that he had not appropriated the structure of the essay-argumentative text.

Soon after, he was asked to take the ENEM base texts and circulate the definite articles: a, as, o and os. Then he was asked to observe the end of the words, which came soon after. It was explained that if the word ended with a, the proper article to be in front of it, would be "a". The same basis of explanation for the others, however, also emphasizing that the articles that have "s" are indicating plural. Another important point that was highlighted is that there will not always be an article at the end of the word, but that with a good reading frequency they would appropriate more of the appropriate article for those words.

Then, a moment was held to expand their vocabulary, with the following words: childish, cruelty and guarantee. They are in the base texts worked on. According to Biderman (1996, p. 27), vocabulary "plays a crucial role in the transmission of meaning, which is, after all, the object of linguistic communication".

We chose to rewrite the texts produced by the student of the last intervention. We continue with this intervention structure: a new theme and in the next intervention its rewriting. Santos (2011) says that rewriting offers a path of re-elaboration; It is where the proper intervention takes place and the educator can provide the student with a return on what he has developed. Thus, enabling him to reflect on his production.

In this first rewriting, it was worked on how the student could reorganize his text and ideas, still offering a writing pattern[4], without deepening the explanation of how to do punctuation, use of connectives and others.

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[4] If the student wrote the verb in the infinitive or without a connective, the correct spelling was shown.

ANALYSIS OF THE REWRITING

Image 9: student's first rewriting.

The student signaled[5] his ideas and the researcher asked about how it could be placed in written Portuguese. After her answer, the researcher signaled how it would be transcribed into written Portuguese. In the rewriting of this same text, the student, who had put all his ideas in a single paragraph, was shown in the first writing that, when similar ideas ended, he had to change the paragraph.

DESCRIPTION OF THE FOURTH INTERVENTION

In the first moment, images were presented on the theme of the text ***The persistence of violence against women in Brazilian society*** (ENEM, 2015). Subsequently, they were asked to express what they knew about the theme in Libras and share their ideas. This moment, Santos (2011) calls pre-writing, that is, the preparation for writing. This implies selection, evaluation of what will be written, meaningful discussions for the student, among others.

After this, the ENEM base texts were translated into Libras by the researcher.

Image 10: violence against women.   **Image 11:** violence against women.

Source: Glock, 2022.   Source: Correio Brasiliense, 2023.

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[5] At the time of the analysis of the writings and rewritings, the term "signaling" is used to say that some sign is being executed in Libras.

Before writing, we made some reflections on the use of connectives. Fernandes (2012, p.62) explains that:

> These omissions that occur in Libras in relation to articles, prepositions and verbal or nominal inflections (gender, number) lead us to think that the grammar of Libras would be more "simplified" in relation to Portuguese, but this is not the case. While in Portuguese there are connective elements indicated with words, in Libras these mechanisms are discursive and spatial, being incorporated into movement or spatial referents.

One strategy used at the time was the use of classifiers[6] to explain the use of some connectives. According to Quadros and Karnopp (2004), classifiers are able to incorporate the verbal information of the sentence, such as the form of the object, number and degree and, for this reason, they are called "complex predicates" by some authors. They point out that this type of construction breaks with the phonological, morphological and syntactic rules of Libras.

In the following example, the first classifier indicates that several people are walking and in the second, they cross paths. In this classifier it is possible to work on the connective "e", which conveys the idea of addition, as well as the entire structure of a sentence.

Image 12: classifiers.

"Várias pessoas andando e cruzando umas pelas outras"
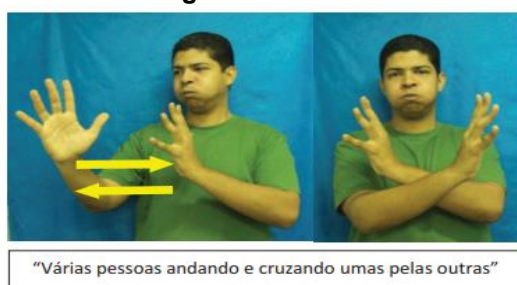
Source: Dias and Sousa, 2011.

There are connectives in Libras, some are made by classifiers, but there are already several signs for some connectives, as Silvério points out (2021, p.22)

> Several connectives in PL have a direct correlation with connectives in Libras, with an exact sign for a word, such as the adversative connective referring to "MAS", the explanatory referring to "WHY", the conclusion referring to "THEN", among others. Some other connectives do not have this direct correlation between languages, as is the case of the time-sequence connective "WHILE". Thus, the transfer of

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[6] Pizzio, *et al*., 2009 state that "its function is to visually describe the shape, size, texture, taste, smell, feelings, "look", "sounds" of the material, of the person's body and of the animals".

linguistic knowledge between Libras and written PL does not happen so directly in the development of L2 reading.

In the text worked on, in this intervention, there are the connectives "que" and "mais". For these there are specific signs. When a connective appeared as "while" cited by Silverio, we looked for synonyms, for example: "while" usually has a connotation of "whenever" and for these words there are signs. Then, they realized that they could expand their vocabulary and diversify the use of words when they went to write.

In this way, in addition to the use of classifiers, signs that already exist in Libras can be used, not only to support the understanding of connectives, but also in other contexts.

They were asked to choose words in the text, in which they did not know their meaning and they pointed out the expressions patrimonial and persistence. Their meanings and the ways in which they could be used were explained. Then, they wrote their texts.

WRITING ANALYSIS

Image 13: student's second writing.
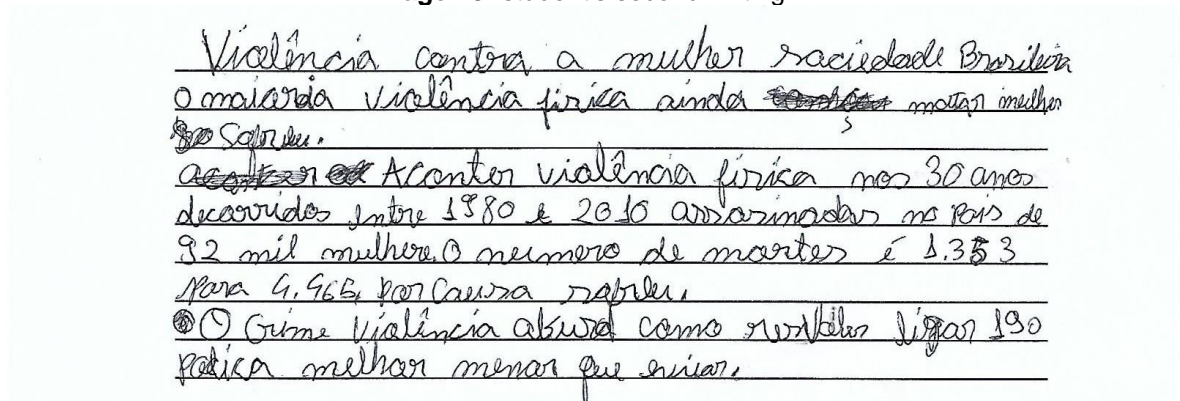
DESCRIPTION OF THE FIFTH INTERVENTION

At first, the text was rewritten, **paragraph by paragraph. After the participant signaled what he had written, the researcher made a signed Portuguese.**
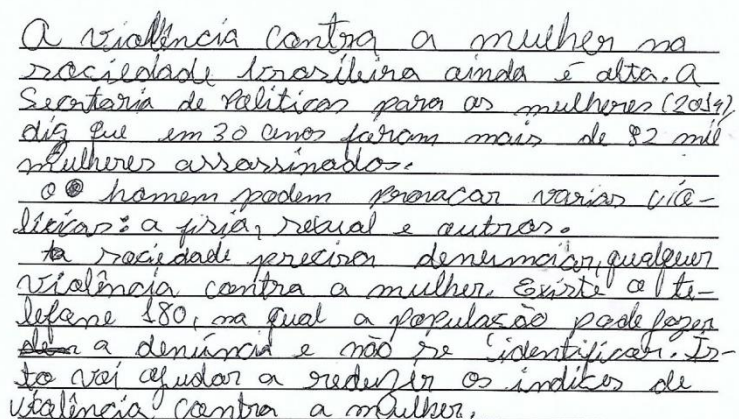
In the second moment, which we call self-evaluation, they were asked to express in Libras the meaning of these moments of learning. The student said: "I liked it a lot, I feel that I learned and liked you (researcher) a lot".

Subsequently, their first writings (diagnosis) were presented and they were asked to read the current one. The following reflection was made: Do you realize that you have appropriated more of written Portuguese? Agreed.

Finally, the researcher gave *feedback* on how the student performed in the process, noting that his engagement was fundamental for the learning to happen.

ANALYSIS OF THE REWRITING

Image 14: second rewriting by the student.

It is perceived that, in rewriting, with the inferences of the educator, the text grows in quality of coherence and cohesion. According to Santos (2011), *feedback* leads to learning.

It is noted that they still had doubts, as in the writing of the word "violence" in the first line. Asks the researcher using typology, this is the word: "viocencia" and then made the sign of the word. The researcher typed the word and he fixed it in his text. Another point was when he finished writing and returned to the text, realizing that he had started the last two paragraphs with a capital letter and also fixed it.

It can be seen that, in the rewriting, the text grew in quality of coherence and cohesion. There are still doubts, such as psychological, in the sixth line, because it is a word that has more letters and at the moment that it performs syllabic separation.

It is observed that it demonstrates a more consistent use of the grammar of the written Portuguese language, in its morphological and syntactic levels, using, more adequately, verbs, nominal inflections and grammatical elements.

FINAL CONSIDERATIONS

The learning of written Portuguese for hearing is guided by sound resources, however, the deaf person is by visuospatial instruments.

Visual resources are part of the literacy process of the deaf person, that is, a visual pedagogy is fundamental for their learning. We understand, therefore, that sign language is a gestural-visual language, the non-use of visual resources can generate difficulties in learning the written Portuguese language.

We identified that the deaf user of Libras who studies the Portuguese language in the written modality is a second language learner (L2), so his process of learning a new language is similar to that of other learners of any other second language. In other words, it is foreign in the linguistic sense and has its specificities, since its modality of language is visuogestural.

The fact that there is the absence of some connectives and verbs without conjugations, for example, in the writing of Portuguese by deaf people, indicate that they are bringing elements of their first language, in this case Libras. However, this is usually associated with the fact that the deaf person does not hear, but excessive speech training, such as the oral method, according to Perlin and Strobel (2006) is a barrier to learning.

With this, it is necessary that educators, especially those of the Portuguese language, know sign language, so they will understand where and how to carry out the necessary medication for learning to occur effectively.

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