

EDUCATIONAL PRACTICES IN SIGNWRITING: INTERVIEW WITH TEACHER, STUDENTS AND FIELD REGISTRATION

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ABSTRACT: This article is part of a Master's thesis in Teaching entitled “ SignWriting and teaching practice: the teaching-learning process with deaf students”, by the State University of Southwest Bahia. SignWriting (*SW*) is a writing system capable of recording any sign language without the aid of the alphabetic system and has been used by some schools that adopt a bilingual teaching approach for the deaf. This text, therefore, aims to present an analysis of the data produced through interviews with the teacher with the code name Laura, who works with deaf students teaching reading and writing through this system, in a Pedagogical Support Center in Bahia and also to students, in addition to notes made in the field by the researcher. The theoretical basis of the research was supported by studies by Stumpf (2005; 2011), Silva (2009), Barreto and Barreto (2012; 2015), Capovilla *et al.* (2006; 2013), Wanderley (2015), Ribeiro (2016), Lodi, Mélo and Fernandes (2015), Gesser (2009), Sá (1999), Strobel (2009) among others. The methodology was qualitative in nature, ethnographic. To produce the data, field observations, semi-structured interviews, video recordings, photographs and analysis of planning and teaching materials were carried out. Data analysis showed evolution in the learning of deaf students, enabled by the interactions and mediations of the teacher and colleagues through the teaching of *SW*, which allowed immersion in reading and visual writing, favoring the strengthening of sign language and culture deaf, valuing it as the natural language of these people.

Keywords: Teaching and learning *SignWriting*. Teaching practice. Writing for the deaf.

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