

LITERATURE IN LIBRAS WRITTEN (SIGNWRITING): LITERASURDOS – PROJECT WITH THE USE OF BILINGUAL BOOKS IN THE LITERACY PROCESS VIEW OF DEAF STUDENTS

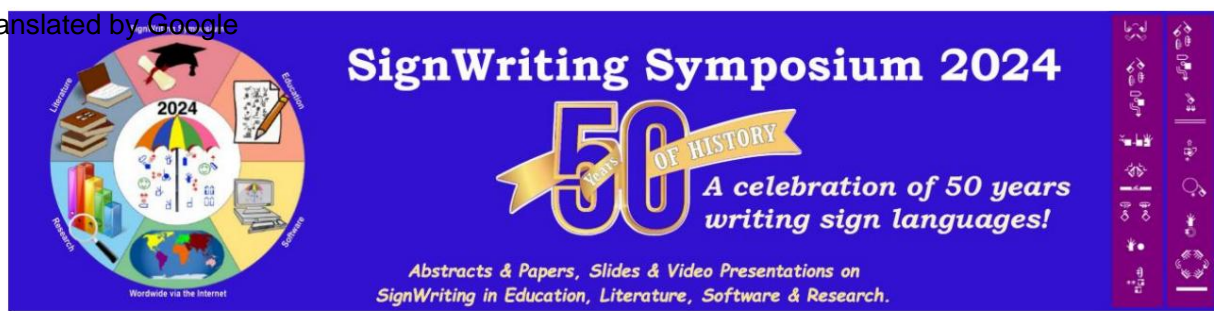
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Summary

The present work proposes to present a research, which takes the form of a pedagogical intervention project – “LiteraSurdos” Project, implemented at the Escola Bilíngue Libras e Língua Portuguesa Escrita of the municipal education network in the city of São Luís-MA, started in March 2024, scheduled to conclude in December of the same year. The aforementioned school adopted sign writing using the Sutton SignWriting system as a subject in its curricular proposal in the first semester of 2023. Therefore, planning, diagnosis of the educational reality of the target audience, consideration and study of the specific needs identified to better insertion of the discipline, considering that the main difficulty encountered is the process of learning the Portuguese language in its written form. For this reason, the present research aims to assist in this problem, in order to facilitate the process of acquiring Portuguese as a second language (L2) through the application of the pedagogical approach of visual literacy associated with literature in written Libras (SignWriting), through the use of the bilingual book (Portuguese and Libras) entitled “Telasco and his class in: the legend of Manguda” (Almeida, 2023). The theoretical framework that underlies the research, as they consider the relevance of literature in Libras in its written form in teaching Libras as a first language (l1) and Portuguese as a second language (l2). It addresses visual literacy practices that are part of deaf education. It discusses the SignWriting writing system and its significant contributions to the deaf community, and how the introduction of children's literature books in the classroom, accessible to deaf students, can benefit the process of learning to read and write. These aspects are anchored in the research of authors such as Sutton-Spence (2021), Fernandes (2006), Bózoli and Stumpf (2023), Wanderley (2012), and Faria (2004). The methodology adopted in this work was Action Research, of a qualitative nature that allows an in-depth investigation of the topic in question, as it involves a participatory and collaborative action between researchers and participants, contributing to the development of knowledge applicable in practice (THIOLLENT, 2000; TRIPP, 2005). In this sense, the records made in the first stage of the project's implementation indicate that the pedagogical approach aroused the interest of deaf students in reading, initially, in their first language, however, given the proposed activities, we believe that it could motivate them to also read and write in Portuguese, contributing positively to the literacy process in this language.



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