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## THE DEAF SUBJECT AND THE TEACHING METHODOLOGIES USED THROUGHOUT HISTORY

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### ABSTRACT

This article was developed through a bibliographic survey of scholars who dedicated themselves to researching the deaf subject, the main teaching approaches present in educational institutions for these subjects. The main bibliographic sources consulted were: Capoviila (2000), Goldfeld (1997), Perlin & Estrobel (2014), Quadros (2006), among others. The guiding question of this article is; "which teaching approach aimed at deaf students enables a pedagogical action that values their culture?" it is concluded that the measures adopted after the II congress had a great impact on the education of the deaf. Because with the implementation of Oralism as a method, prohibiting the use of sign language resulted in the educational delay of these subjects, since oralization and lip reading were an almost impossible task, developed only by a deaf minority. Therefore, in order to favor the education of the deaf in the bilingual approach, a complete change in the school is necessary. Going through teacher training in order to meet the linguistic particularities of the deaf student.

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## INTRODUCTION

The deaf belongs to a group of people with disabilities who use sign language to transmit information, in Brazil this language is known as Libras, Brazilian sign language established by Law n° 10.436 of 2002. Through this language, the deaf build their identities of deaf subjects. The deaf had always been present in history even before antiquity. In this period, due to the presence of writing, there are more accurate reports of his life condition. The Egyptians treated people with disabilities with a certain respect. Unlike the Romans and Greeks who abandoned children with disabilities in the mountains (Roman) or condemned them to death, throwing them off a high cliff (Greek). Education in Brazil for deaf people began in 1857, when Emperor Dom Pedro II opened the Instituto dos Meninos Surdos in Rio de Janeiro. With the direction of the deaf professor, the French Huert. However, at the Milan congress, oralism was chosen as the only teaching approach and sign language was strictly prohibited from being used by the deaf and family members. It is evident that the research is pertinent and relevant to the present day, considering that the learning adversities of deaf students are still an undeniable reality.

It is hoped, at the end of this work, that the discussion held here will give greater visibility to deaf people, whose difficulties faced, due to their linguistic differences, have contributed to social exclusion. The guiding question of this article: which teaching approach aimed at deaf students enables a pedagogical action that values the culture of them?

## METHODS

The present research was developed through a bibliographic survey of scholars who dedicated themselves to researching the deaf subject, the main teaching approaches present in educational institutions for these subjects. The main bibliographic sources consulted were: Capoviila (2000), Goldfeld (1997), Perlin & Estrobel (2014), Quadros (2006), among others. The literature produced by these authors served as a theoretical basis for approaching the topic in question. Regarding to bibliographic research, GIL (2002) defines that it is one that uses sources constituted by material already prepared, basically composed of books and scientific articles, while documentary research uses more diversified sources, such as: newspapers, reports, letters, official

documents, films, among others. And the main advantage of research through bibliographic analysis is the possibility for the researcher to have access to a wider field of information than he would have, for example, if his research was developed through the application of questionnaires or interviews. Furthermore, the bibliographic research is ideal for the examination of the problem posed here, considering that it is a historical study, whose possible events could only be studied by this method.

## DISCUSSION

About the best teaching method for deaf people, the II Milan Congress was used to hold great discussions. For Capovilla (2002), the education of deaf people in the 18th century was marked by a heated debate between the two teaching approaches. One side advocated the use of something artificial signs developed by Frances L'epée in Paris. While the other defended that education develop the skills of oralization and only after that the teaching of subjects, this one had the German Heinicke as the main representative. According to Eiji (s/d) there was a kind of battle between these two methods that took place at the II congress in Milan, Italy, lasting seven days. Some guidelines were analyzed, among them, the method to be used in the education of the deaf was chosen. The choice was between gesturalism, the natural language of the deaf, or oralism, through oralization and lip reading. The method that won was oralism, because it had few oppositions, and that only happened, due to the reduced number of deaf educators who were at the event. For the aforementioned author, the superiority of oralism over the use of gesture used in the communication of the deaf had its true roots in the philosophical, religious and political perspectives. The first understood that the use of sign language by the deaf was conceived as a synonym of obscurity of thought, reason would only be accessible by mastering the oral language. Still from a religious perspective, a non-oralized deaf person would not share the language on which Christian doctrine was based, on which the language of sacred writings, liturgies and sacramental relations with the pontiffs was based. Faced with this deficiency, the deaf individual was unable to confess or have access to the word of God, because as the apostle Paul said, faith comes by hearing, hearing the word of God.

In France in 1750, Abbot Charles Michel de L'Epée realized that deaf people used their own sign language to communicate, and invented Methodical signs, succeeding in the education of people with deafness. Among the educators there was the defense of all deaf children regardless of their social level, and they should have the right to a public and free education. In Germany came Samuel Heinick, with the oralist educational philosophy. In the United States of America in 1817 Thomas Hopkins Gallaudet, together with Laurent Clerc, founded the first permanent school for students with deafness and in 1821 all American public schools began to move towards American Sign Language (POKE, S/D). In Brazil, D. Pedro II invited the French educator HernetHuet, deaf, deaf former student of the Paris Institute to instute two deaf children. While in 1857 he founded the Instituto Imperial de Surdos-Mudos, a boarding school inspired by the French Sign Language for teaching the subjects of Portuguese Language, Arithmetic, Geography, History of Brazil, Commercial Bookkeeping, Articulated Language, Christian Doctrine and Reading on lips (ROCHA, 2019). The adoption of the oral approach as the only educational approach in Brazilian schools and in several countries around the world, the referred method consisted of making the deaf speak as if they were hearing, even without the same fluency and/or intonation. The belief was that with the hearing aid, with the long training of speeches, with therapy sessions in clinics, at school and at home, it was enough to develop orality in these individuals (VEIRA & MOLINA, 2018). In the oralist conception, sign language harmed the development of oral language and lip reading of these subjects. This and other conceptions saw communication through undesirable signs and, therefore, all gestures should be prohibited in the school environment and even in the family environment of the deaf, as sign language was seen as an obstacle (WITCHES & LOPES, 2015).

In the oral philosophy, deafness is seen as a disability that must be minimized by auditory stimulation. Through this stimulation, the learning of the Portuguese language would occur, leading to the integration and development of the hearing identity of deaf children. To rehabilitate these subjects with a view to taking them towards normality, that is, non-deafness. For defenders of this philosophy, language only happens through oralization. In other words, for the child to communicate well, it is necessary that he or she oralizes (GOLDFELD, 1997). For Lacerda (1998) the teaching approach in the education of the deaf that gained momentum in the 1970s became known as Total Communication, and advocated teaching using signs, orofacial reading, amplification and digital alphabet with the aim of providing linguistic inputs for deaf students. In this new teaching approach, students could feel free to express themselves in the preferred modalities, that is, in oral languages, or natural language, or with both simultaneously. Total Communication effectively favored contact with signs, which was prohibited by Oralism, and this contact allowed the deaf to become willing to learn sign languages, outside of school work, which are often used among students, while in relationship with the teacher, a mixture of oral and signed language is used (LACERDA, 2009). However, Total Communication also did not produce satisfactory results, since, according to Streiechen (2013, p. 22), “[...] its approach advocated the simultaneous use of two languages – speech and signs, which, because they are two different languages, with different structures, it made it difficult for students to learn”. Therefore, Total Communication allowed the use of any form to rescue the communication of deaf people. Mimes, gestures, sign language and lip reading were used. This method was not opposed to Oralism, but used in a complementary way. Until the end of the 1990s, the research carried out was intended to understand the writing of the deaf from the comparison of linguistic competence between deaf and hearing people, thus showing a lag of the deaf in relation to the hearing person and ignoring the fact that deafness is a condition that hinders the development of writing due to the lack of auditory feedback. The research developed in the first decade of the 21st century sought to understand the reading and writing processes of the deaf not because of their difficulties, but because of the functionality of their writing, analyzing aspects of cohesion and coherence (FREITAS; AMARAL; CHAVEIRO, 2019). Unlike Oralism, the focus of this educational philosophy is the concern with the communicative processes between the deaf and the deaf and between the deaf and the hearing. And although I believe that the acquisition of Portuguese by the deaf is important, I did not ignore the need for these subjects to develop emotional and cognitive aspects, aspects that could not be left aside in favor of the acquisition of orality. Therefore, it will defend the use of resources via space-visual-manual for communication (Goldfeld, 1997).

For Lacerda (1998), parallel to the development of Total Communication proposals, studies on sign languages were being deepened, which in turn had been rising to the status of a language, as well as the others. And thus, contributing to the emergence of educational alternatives oriented towards a bilingual education. The bilingual educational proposal, that is, Bilingualism differs from Oralism because it considers the visual-gestural channel of fundamental importance for the acquisition of language by the deaf person. And it opposes Total Communication because it defends an effective space for sign language in educational work and, therefore, advocates that each of the languages presented to the deaf maintain its own characteristics and that they do not mix with one another (Perlin & Estrobel, 2014). The education of the deaf through the Bilingual approach should happen in the following way: acquisition of sign language (L1) and Portuguese language (L2) not simultaneously, but first the learning by the deaf child of L1 for and only later to acquire to L2. However, L2 would be in the written modality, and when possible, in the oral modality. In this educational approach, there is a belief that the acquisition of L1 by the deaf subject enables development in all spheres of knowledge, thus providing not only deaf communication, in addition to playing the important role of supporting thought and stimulating cognitive development. and social (GOLDFELD, 1997).

For the aforementioned author in the national scenario, it is not enough to simply decide whether or not one language or another will become part of the school program, but rather to make possible the coexistence of these languages, recognizing them in fact, taking into account the different functions they present in the school. day-to-day of the deaf person who is graduating. In addition, Decree No. 5.626 of 2005 states that the education of the deaf in Brazil must be bilingual, guaranteeing access to education through sign language and the teaching of written Portuguese as a second language. Furthermore, Law No. 10,436 of 2002 recognizes the linguistic status of sign language and, at the same time, points out that it cannot replace Portuguese.

## CONCLUSION

Thus, it is concluded that the measures adopted after the II congress had a great impact on the education of the deaf. Because with the implementation of Oralism as a method, prohibiting the use of sign language resulted in the educational delay of these subjects, since oralization and lip reading were an almost impossible task, developed only by a deaf minority. After almost a century of using the oral teaching method, the Total Communication teaching method emerged. Undoubtedly, this approach was of great importance for valuing the communication of the deaf, however it was not enough to reverse the critical picture of the school failure of the deaf inherited by oralism. These and other factors undoubtedly contributed to the emergence of Bilingualism, which conceives sign language at the same linguistic level as other languages. This teaching approach understands deafness not as a disease or as a disability as happened in Oralism, making the deaf someone inferior to the hearing person. For Bilingualism, the deaf person is different from the hearing person, because all their information processing mechanisms and all the ways of understanding the world are built as a visual experience. This results in a special way of cognitive processing in the way of thinking, learning within a deaf culture. Therefore, in order to favor the education of the deaf in the bilingual approach, a complete change in the school is necessary. Going through teacher training in order to meet the linguistic particularities of the deaf student.

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