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**THE LITERACY AND
LITERACY PROCESS
OF STUDENT WITH
HEARING IMPAIRMENT:
A CASE STUDY**

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Abstract: This article analyzes the process of literacy and literacy of a student with hearing impairment, able to develop and use oral language for communicative functions, indicating the most appropriate literacy method (Martins and Spechela, 2012). This research is characterized as qualitative, being a case study (Godoy, 1995) that studies the schooling of a 9-year-old student, with hearing loss, oralized, not a Brazilian sign language user. It has cochlear implant that enhances its hearing capacity. But despite the device, this student has difficulty listening and discriminating for certain sounds, skills needed for reading and writing learning (SILVA, 2019). The participants of this research were the mother of the child, the speech therapist and a psychopedagogue who works with it. The data collected and studied authors indicate that the speechvismoarticulatory method known as “little mouths” is the most effective for the student’s literacy, as it is best suited to the specific needs of hearing and orality of the subject with coclear implant and or hearing loss, that does not characterize a deafness (SOARES, 2013).

Keywords: Literacy; Hearing deficiency; Speechvisionaroarticulatory.

INTRODUCTION

The inclusion of students with hearing impairment is the use of the Brazilian Sign Language (Libras), or with hearing losses that allow to develop oral language, cause concern for teaching systems, teachers and family, since they need to Appropriate methodologies that meet their special educational needs and especially their particularity, as hearing impairment affects people differently, with different implications and possibilities. The teaching and learning process of each person requires attention and pedagogical actions that enhance their learning.

Hearing impairment is classified according

to the loss of hearing acuity, those whose hearing only allows them to hear from a sound of 90 decibels, consequently, prevented from speaking, has as communication the sign language, while That the others have differentiated hearing capacity with greater or lesser capacity, but are oralized, communicate through oral language, read lip, and can use it as a support for learning to read and write. However, given their difficulties in hearing discrimination, perception of letters and syllables with similar sounds, they need specialized oralized methods, specific pedagogical strategies and techniques to develop phonological awareness and facilitate learning. The schooling of the student with hearing loss, oralized, is difficult for their difficulties in hearing discrimination, does not receive due attention or concern of the school and teacher for ignorance of which methods would be most effective in developing reading and writing skills and, also promote your learning and inclusion.

Given the above, studies aimed at literacy of students with hearing impairment and the abilities of expressing themselves orally are little discussed, besides the lack of identification of their difficulties and teaching methodologies that enhance their learning

LITERACY, LITERACY AND DIFFERENT METHODS

Martins and Spechela (2012) claim that writing arose to meet the various communication needs between men, in everyday life and pass communication forward. The authors bring some concepts already used by other authors, in order to describe the meaning of literacy. Considered as a process of appropriation of the writing system, of the “codes”.

[...] Literacy can be defined as the specific and indispensable process of appropriation of the writing system, the conquest of

alphabetic and orthographic principles that enable the student to read and write with autonomy. In other words, literacy concerns the understanding and mastery of the so-called “code” written that is organized around relations between the sound agenda and the letters (and other conventions) used to represent them, the agenda, in writing. (VAL, 2006, p.19 apud MARTINS, Spechela, 2012, p.4)

According to Albuquerque (2007), literacy is considered as the teaching of “coding” and “decoding” skills transposed to the classroom in the late nineteenth century through the creation of different literacy methods.

Literacy and literacy are different concepts, but which are part of the learning process, in which literacy literacy means decoding and coding the written language, provides the real understanding of the word in the social context.

According to Soares (2018), the initial learning of the written language encompasses the facets of literacy and literacy, first to learn to read and write, second, to learn to use reading and writing in everyday life, thus articulating the analysis of facets, integrating their primordial functions in ensuring student access to the universe of reading and writing.

Literacy practices in society are different from those required in the school, according to Kleiman (2005, p. 33) “outside school literacy practices have relevant social objectives for participants in the situation. School literacy practices aim at the development of student skills and skills and this may or may not be relevant to the student.”

For Silva (2019, p. 234) Literacy/Literacy happens as follows:

[...] The literacy process requires analytical work with letters and sounds due to the awareness of the functioning of the linguistic system by the literacy. These letters originate from selected words from the universe in which the students are inserted, so this work does not dispense with the practice of

reading the sociocultural context in which the literacy is inserted.

According to Morais (1995), for the awareness of phonemes, express instructions on the structure of alphabetic writing, in order to familiarize the child with the mapping this writing makes the sounds of speech.

Phonological awareness is very important and necessary in the literacy process, as it provides autonomy over the written and spoken language itself. It is a skill that happens simultaneously with others and this contributes significantly to the learning process.

Phonological awareness can be understood as a set of skills ranging from the simple global perception of word size and phonological similarities between words to segmentation and manipulation of syllables and phonemes (Bryant & Bradley, 1985).

According to Moraes (1997, p. 49), the expression phonological awareness “was defined as the science that words are constituted by various sounds” and the taking of this consciousness is an important factor in the literacy process, from the acquisition of Phonological awareness is that the student can understand reading and writing.

METHOD SPEECH THERAPYARTICULAR: METHOD BOQUINHAS.

The method has synthetic phonovisuoarticulatory foundation, affectionately called by its mouth-to-mouth creator, uses phonic strategies (phoneme/sound) and visus (joints/mouths). The BOQUINHAS method associates the sound of letters with the articulatory movement of the mouth.

Multissensory Fono-Visuo-Articulatory Bases were taken as an emphasis on the creation and development of the method, and can then provide a better and faster

school performance, as the child is subjected simultaneously to various neurosensory inputs, thus favoring, this way, to which the largest brain areas receive stimuli. (Jardini; SOUZA, 2006)

The Boquinhas method was designed by Renata Savastano R. Jardini, in 1985, based on speech therapy and pedagogy. In 1995, this professional began to apply this method with children without disabilities or learning disorders.

This method adopts a multisensory approach, it uses several neuropsychological inputs for learning, with activities elaborated by stimulating auditory perception, visual, phonological awareness, analysis, synthesis and spacetime orientation.

In December 2009, it was approved as an educational technology by the Ministry of Education (MEC) establishing a partnership with speech therapy and pedagogy, recognizing such methodology as an excellent resource and a new opportunity for the learning process (BOQUINAS METHOD, 2009).

ANALYZES

MOTHER'S REPORT.

The son was born of cesarean section, premature twenty-eight weeks, due to mother health problems, diagnosed at the beginning of pregnancy, made use of heparin to the seventh month of gestation. It is also diagnosed as a carrier of Hellp's syndrome, causing pre eclampsia and premature birth. The child was thirty-seven days in the neonatal ICU. The foot test in the newborn did not have any changes, and the ear test was normal in its hearing.

The mother reports that when baby i.s. He did not respond to sound stimuli like his children's age, "he did not speak, emitted some sounds, but did not repeat to our stimuli like: Mom, daddy." But cognitive development

was good, demonstrating intelligence and ability to understand and thin and thick motor coordinations. "Social development was longer because of the lack of hearing."

"At six he had cochlear implant surgery." After the child's implant, the family noted that the child had progress in their development.

Due to the delay in diagnosis and consequently the treatment necessary for the child who has hearing losses, to damage to orality, listening and learning.

According to the mother, the hearing loss brings implications for the language, the child had a hard time processing the information received. He had a hard time learning at school, but after the cochlear implant, he writes very well, has a little understanding and speech processing.

The mother points out that although her son entered school at the age of three, she had difficulties in learning, she did not follow her peers, even with the use of hearing aids, because she does not capture the sounds perfectly, due to noise and sharp. The son failed twice in the first year of elementary school in a private school, had no help or complementary service of resource room.

In this sense, so that the child can learn or develop their pedagogical activities, they need a proper, prepared and/or even adapted environment, and it may occur that even having access to this environment, various sounds fill the space Exterior and interior of the classroom, interfering with the discrimination and identification of sounds (TORQUATO, 2012).

As the mother states, the process of literacy of the child did not occur in a school environment, due to the pandemic period caused by Covid-19, classes were remote and he could not participate due to hearing difficulty. The college sent few activities during the two years in which he was in home education, most of the activities sent were

not adapted to understand. In this period of remote education, the student had home monitoring of a mediator, four times a week for two and a half hours.

In September 2019, when the child student was 6 years and 10 months, parents hired a pedagogical mediator to assist I.S. At home daily, in 2020 this mediator began to accompany him at school, with his help I.S. presented significant progress in its social development and learning. Knowing the numbers, colors, letters, their names and sounds, through the Bochas method, worked at home by the mediator, thus starting the development of phonological awareness.

The process of hearing rehabilitation is not an easy task, as it requires interdisciplinarity and affectivity, which involves professionals from various areas of communication and family members (RIBEIRO, 2005).

Carvalho (2007) states that the support and monitoring of the family as well as psychosocial, is of fundamental importance for success in learning the student with hearing impairment.

Through the impossibility of the school to make the necessary adjustments of the contents and, the non-supplementary service in the resource room to work on the specific needs of the student who has hearing loss but uses oral language and needs an adequate methodology to develop orality and phonological awareness. And the exercise of reading and writing, the family found the child better not to return to school after the pandemic, and to receive assistance weekly from the pedagogical mediator.

The Law of Guidelines and Bases of National Education (LDB), No. 9,394/96 (BRAZIL, 1996), in Chapter III, art. 4, item III, says that it is the State's duty to guarantee "free specialized educational care for students with special needs, preferably in the regular school system".

Chapter 5 of LDB 9.394/96 deals with the aspects related to Special Education. Among the specified points, art. 58. § 1 says that whenever necessary, there will be specialized support services to meet the peculiar needs of each student with special needs. Education systems must offer resource room, including private schools.

REPORT OF THE SPEECH THERAPIST

The professional emphasizes that hearing loss brings difficulties in describing speech sounds and difficulties, these disabilities imply unfavorable in the whole literacy process, as this is a process that sustains the ability to listen and discriminate similar sounds, as well as, associate letters, identify and distinguish sounds, presenting the condition called phonological consciousness.

According to considerations of the speech therapist, learning and writing learning is through mother tongue codes, both deaf and listener need to sustain themselves in their mother tongue to learn to read and write, and when access to this language is blocking or impediment, this learning will be very impaired, so the difficulties will be greater or lower according to the individual condition of each apprentice.

According to Ferreiro and Teberosky (1986), the listener student, in the process of literacy, is based on the sound of words to be able to write them, going through steps during the writing acquisition process. Literacy is characterized at four large levels: pre-syllable, syllable, syllabic and alphabetic. When it comes to the deaf student, this process is different because it does not have the word spoken to support itself.

The reading learning process occurs in double route the indirect, which involves phonological mediation (phonological route) and the direct that involves the look (lexical

route). Reading through the phonological route depends on the knowledge of the rules of conversion between grapheme and phoneme, so that the construction of the word pronunciation can be done. Reading through the lexical route depends on the prior knowledge of a word, memorization in the visual word recognition system, the recovery of meanings and their pronunciation through direct addressing to the lexicon (Capellini; Cuetos; OLIVEIRA, 2012).

The speech therapist states that the delay in the diagnosis of hearing loss has led to losses in learning, because we know that through the hearing that the child develops the skills of language and communication, discovers the world, form concepts and build meanings of things and later WRITTEN.

Regarding the delays caused by hearing impairment, it is noticeable setbacks in the frontal and right hemispheres of the hemispheres, circumstances that in most cases language becomes an emotional process, which can influence the behavior of the hearing impaired in its rehabilitation, making it hyperactive, impulsive, egocentric and disorganized (SANTANA, 2007).

The phonovisuarticulatory method, known as the mouths method, uses the phonic strategies (phoneme/sound), visual (graphema/letter), and articulatory (joint/mouths). It is a method used to describe, present, formulate literacy systematically, sequential and temporal. Constituting the most recommended for their results with student with hearing loss.

According to Share, (1995) the phonic method provides the subject to the subject of self-generative skills and knowledge of phonological decoding, enabling self-care. After mastery of basic decoding capabilities, the subject holds the necessary requirements for reading, reaching fluency and automatism, necessary for literacy processes. Corroborating

with Capovilla, (2007) the pedagogical work for the literacy of this student was in stages, identified by the logographic, alphabetic and spelling phases, intending to promote an acceptable level of understanding whatever the degree of hearing loss, light, severe, severe or deep.

According to the speech therapist, he considers that I.S. It is literate, knows words, however, needs to continue to expand knowledge, as well as the development of skills, reading, writing and understanding.

Based on the case study of this student with hearing loss, it is concluded that the "little mouths" method proves to be the most appropriate, as it makes an assertive combination of sounds, phonemes, images, videos. This association facilitates the understanding of sound and its articulation.

The literacy of the hearing impaired, listener, however, through hearing aid and cochlear implant, is a process permeated by many difficulties, from the environment in which this process happens, due to sounds, internal and external noise, as well as the lack of lack preparation so that it is possible to include this child in the school environment.

REPORT OF THE PSYCHOPEDAGOGUE

For the psychopedagogue, in the short period in which I.S. He attended the school, there was no great advantage in relation to learning, due to the various noises he has in a classroom.

For the realization of school inclusion with guarantee of all participation and learning, it is necessary to know the difficulties of students and which teaching methodologies are most effective for the specificity of the student with the reduced hearing capacity.

Santos (2001) warns that many believe in the idea that inclusion is just the practice of putting people with disabilities together

with other non -disabled in the same school. Inclusion cannot be confused as having the physical presence of the student in the classroom. It is necessary for the school to be able to offer the methods, techniques, educational resources to meet the specificities of the disabled student and teachers with adequate specialization, qualified for the integration of these students.

It is of paramount importance that the schooling of a student with hearing impairment is accompanied by the family. The relationship between responsible and teacher facilitates the process and enhances learning. Likewise, it is important to the relationship of professionals who serve the student with the school, because their guidelines are fundamental.

CONCLUSION

It is observed that there is great interest and greater emphasis on discussing the learning of the student deaf user of the sign language (pounds), while few studies turn to students with reduced and oralized hearing. However, the number of children with this condition in the early years of elementary school is significant, which need differentiated methodology that meets their specific need.

According to the results obtained in this research, it is clear how necessary in the initial training of the teacher who knows all the literacy methods, in order to evaluate which is the most appropriate for the individual condition of each student, especially what has hearing impairment, But because of its hearing capacity it can and must develop oral language.

With the development of increasingly sophisticated technology, the number of students with hearing impairment will be increasing, will make use of sound amplifying appliances and cochlear implants, and the school and their teachers must adopt the methods most appropriate to the specificities of students.

In addition to more appropriate methods, the classroom environment also needs to be considered, with noise reduction, fewer students, as external and internal noise incisively interferes with the use of hearing capacity and consequently, learning the implanted student or Amplifying devices user.

The phonovisuarticulatory method called "little mouths" proved to be the most effective for the literacy and development of reading and writing skills and skills, of the subject of this case study, as it makes it possible to develop phonological awareness and the perception of sounds in syllable formation and words and reach reading and writing.

Considering that hearing loss is different and proper to each person, it is important to develop studies on the learning of students with oralized hearing impaired non -Libras users.

Knowing the implications of hearing loss and teaching methodologies brings great contribution to active teachers, teachers in training, family and also professionals such as speech therapist and others.

It is not enough to adopt effective methodologies for students with hearing loss, it is necessary for the school to offer this student the special education serials that he is entitled to, such as a resource room and specialized teacher service to complement the classroom work. Compliance with the legislation is the duty of all public education systems equally for the private network.

Inclusive schools are spaces for building individuality, they are in them that students learn to value differences through living with their colleagues of different characteristics.

This work is expected to promote discussions related to the education of hearing impaired, listeners and oralized, mainly inserted in schools common for an inclusive education, which respects diversity, respects differences and various forms of languages and communication.

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