

## Inclusive practices in Rural Teacher Bachelor Course at Federal University of Viçosa (Brazil): multidisciplinary actions of the Literacy Project that was addressed to one deaf in the pre-service teacher process

Carlos Antonio Jacinto<sup>1</sup>, Cristiane Lopes Rocha de Oliveira<sup>2</sup>, Danila Ribeiro Gomes<sup>3</sup>, Idalena Oliveira Chaves<sup>4</sup>, Vinícius Catão de Assis Souza<sup>5</sup>

<sup>1, 4</sup> Universidade Federal de Viçosa - UFV. Departamento de Letras. Avenida Peter Henry Rolfs, s/n, *Campus* Universitário. Viçosa - MG. Brasil. <sup>2, 3</sup> Universidade Federal de Viçosa - UFV. <sup>5</sup> Universidade Federal de Viçosa - UFV.  
Author for correspondence: [carlos.jacinto@ufv.br](mailto:carlos.jacinto@ufv.br)

**ABSTRACT.** This article discusses the educational and linguistic demands presented by a deaf person in the Bachelor of Rural Teachers, attended by a multidisciplinary team to develop strategic actions for the educational inclusion of the deaf. Knowledge of bilingual and scientific literacy practices was considered. For that, we used a qualitative approach characterized as action-critical research, including participant observation to describe the history and demands that led to the creation of this Literacy Project and the composition of the team that participated in the inclusion and literacy process. The results of educational actions pointed out the pertinence and need of considering the participation of this pre-service teacher deaf of the Rural Bachelor course as the guiding agent of the entire process. Since the team's articulation was only possible based on the considerations and notes given for this deaf referred. The results reveal the importance to articulate interventions about inclusive and bilingual approach in the University. Specifically, in the pre-service Science teacher courses, in order to discuss the presence of Brazilian Sign Language in inclusive or bilingual contexts, ensure the professional development of the deaf and the technical capacitation of the team members, through an effective evaluation of the educational process.

**Keywords:** Rural Teacher Bachelor, Inclusion of Deaf People, Brazilian Sign Language, Literacy, Multidisciplinarity.

## **Práticas inclusivas no curso de Licenciatura em Educação do Campo na Universidade Federal de Viçosa: atuação multidisciplinar de um Projeto de Letramento voltado à formação de uma discente Surda**

**RESUMO.** O presente trabalho propõe, a partir dos saberes acerca dos letramentos bilíngue e científico, discutir as demandas educacionais e linguísticas de uma estudante Surda da Licenciatura em Educação do Campo, atendida por uma equipe multidisciplinar que desenvolveu ações estratégicas no sentido da inclusão. Para tanto, utilizou-se uma abordagem qualitativa caracterizada como pesquisa-ação-crítica, que contou com a observação participante para descrever o histórico e as necessidades que levaram a criação de um Projeto de Letramento e da composição da equipe em questão. Os resultados das ações apontaram a pertinência e viabilidade de se considerar a participação efetiva da discente Surda como agente orientador de todo o processo educacional, visto que a articulação da equipe só foi possível a partir das considerações e apontamentos dados pela discente. Os achados revelam a necessidade de busca por intervenções de caráter inclusivo e bilíngue na Educação Superior, especificamente na formação inicial para docência em Ciências da Natureza, de modo a efetivar a presença da Língua Brasileira de Sinais (Libras) nesse contexto. E, assim, assegurar a formação educacional da estudante Surda e a capacitação continuada dos integrantes da equipe, por meio de uma efetiva avaliação crítica desse processo formativo.

**Palavras-chave:** Educação do Campo, Inclusão de Surdos(as), Língua Brasileira de Sinais, Letramento, Multidisciplinaridade.

## **Prácticas inclusivas en el curso de Licenciatura en Educación del Campo en la Universidad Federal de Viçosa: desempeño multidisciplinario de un Proyecto de Literacidad dirigido a capacitar a una estudiante Sorda**

**RESUMEN.** Este trabajo propone, basado en las literacidades bilingüe y científica, articular las necesidades educativas y lingüísticas de una estudiante Sorda del curso de Educación del Campo, atendida un equipo multidisciplinario que desarrolló acciones estratégicas hacia la inclusión. Para eso, utilizamos un enfoque cualitativo caracterizado como investigación-acción-crítica, que se basó en la observación participante para describir los antecedentes y las necesidades que llevaron a la creación de un proyecto de Literacidad y de la composición del equipo. Los resultados de las acciones apuntan a la pertinencia y viabilidad de considerar la participación efectiva de la estudiante Sorda como el agente orientador de todo el proceso educativo, ya que la articulación del equipo solo fue posible en función de las consideraciones y notas dadas por la estudiante. Los resultados revelan la necesidad de crear intervenciones de carácter inclusivo y bilingüe en la Educación Superior, específicamente en la formación inicial para la enseñanza de las Ciencias Naturales, a fin de lograr la presencia de la Lengua de Señas Brasileña en este contexto, para garantizar la formación educativa de la estudiante Sorda y la capacitación de miembros del equipo, a través de una continua evaluación crítica del proceso formativo.

**Palabras-clave:** Educación del Campo, Inclusión de Sordos(as), Lengua de Señas Brasileña, Literacidad, Multidisciplinarietàad.

## Introduction

Rural Education has in its origins the struggles and resistance of the movements and social organizations of farmers in favor of issues related to the field labor<sup>(i)</sup>, in this regard it's of utmost importance to recognize these individuals as creators of their own history, taking into account their life stories and their efforts to organize themselves (Caldart et al, 2015). Starting with this premise, the triad Field, Education and Public Policies are present in the guidelines of this educational movement, i.e., the Rural Education is enmeshed, in its pedagogical structures, with the improvement of human education and the appreciation of its inherent diversities. Thus, the paradigm of traditional rural teaching, enacted for centuries by official governing bodies, the so-called Rural Schooling, in a background of industrial and urban cultural predominance, in which the main concerns are exploitation and productivity, was stressed until it broke, being replaced by an education more concerned with ensuring a more contextualized teaching environment, imbued with folksy knowledge alongside scientific knowledge.

This protagonism of movements and social organizations for a new perspective of Country Life, in the educational context, gained strength mainly from 1980

onwards, thus shifting the perspective from the historical Rural Education to a new context: Field Education. This modality configures a more free education, enacted by the field workers themselves, respecting their differences as a guiding principle in the fight against exclusion (Oliveira & Campos, 2013). Therefore, teachers and researcher's education and guidance provided by Higher Education Institutions is of utmost importance in this educational process, whether it focuses on acknowledging the value of the farmworkers' identity, or in the development of functioning methodologies aimed at these student's realities and in purporting pedagogic methods that take into account a quality education.

Within this plurality of individuals that constitute the farm people community, a particular group makes up for an expressive minority: the Deaf. This minority is known as such because they belong to a group whose mother language (*língua natural*) is the sign language, which in Brazil means the Brazilian Sign Language (Libras, in Portuguese; onwards, we use BSL). Such case can be observed in a town in the Zona da Mata Mineira (Southeastern Minas Gerais), wherein lives a family of farmers with many Deaf individuals. Among them, there is a Deaf woman who has enrolled in the Rural

Education Undergraduate Course - Nature Sciences (Licena), at the Federal University of Viçosa (UFV).

This paper aims at discussing some practices implemented by a multidisciplinary team in the Literacy Project directed at Deaf people, in the context of the already mentioned UFV's Rural Education Undergraduate Course. For this articulation, we based ourselves on the necessities present by the said student, taking into account the bilateral relation in the formative process. Thus, the team was put together considering the consequences of her being Deaf meant to her socio-cognitive development. For this process, we highlight that, when we use of the word Literacy, we aim at emphasizing its social function in the linguistic and scientific scope, the main focus of the Project herein described, purporting to offer to the students better conditions for developing their abilities, thus fostering the mastery of these acquired languages within their social, cultural, and historical environment (Santos, 2007; Soares, 1998).

### **Research methodology**

The present work brings to the table a qualitative approach that can be classified as action research. According to Thiollent (1994), the research-action can be rated in three distinct categories: (i)

collaborative action research, in which the researcher, who is part of the process, intervenes in the changing process started by the subjects themselves; (ii) critical action research-, which may be conceived based on a previous work performed by the group of subjects researched, in which the researcher outlines a diagnostic for possible changes to be implemented in the investigated area, said proposals stemming from collective consideration and purporting the emancipation of the subjects involved; and (iii) strategic research-action, which presupposes a previously planned intervention by the researcher, without direct input from the subjects involved in the research, which allows for continuous observation of the effects of said intervention and evaluation of the obtained results. From the presented ratings, it's possible to characterize this work as critical action research, in which the monitors, who had already participated in the Literacy Project - by its turn, further detailed in following sections of this text - from the very start of the project, have been observing and inquiring the specific educational necessities of the aforementioned Deaf student, thus planning ahead of the actions the would be taken, with the engagement of the whole team, and the putting in practice said actions through monitoring.

In this context, specifically in this study, the actions performed by the researcher-monitor, the main author of this paper, will be accounted for and described, based on what had been planned and in the monitoring process, that took place during 2019, considering, also, the reports published by previous monitors. With that in mind, active observation of these interventions was performed, which can be considered, according to Angrosino (2009), a good opportunity for data gathering, especially when the research's main focus is the interaction between people. The active participation can be performed by the researcher in various ways, relying only on the kind of interaction already established with the investigated group. As stated by Adler and Adler (1994), these differences encompass three distinct categories: (i) peripheral-research-member, the researcher doesn't engage directly with the subjects of the research, their actions limited to observing only; (ii) active-researcher-member, the researchers take on responsibility within the group, thus, interacting more deeply or performing a proper role within the said group, in addition to their role of an observer; and (iii) complete-researcher-member, the researchers are fully assimilated by the researched environment, such as in researches developed by a

teacher with their students. In the context analyzed here, the monitor in charge of these interventions took on the role of active-researcher-member.

Data gathering was performed through participant observation; notes written down during field research were thus used to describe the formative process in its entirety. Bogdan and Biklen (1994) remark that field notes amount to the descriptive material used to record the more subjective aspects involved in the stages of qualitative research that adopts the participant observation approach, especially when writing down first impressions, in which case the speculative aspect is more present. In addition, the field notes that were taken included detailed outlines of descriptive nature (activities, places, conversations, ideas, strategies used for interacting with the Deaf Student) and musings of the monitor regarding what he experienced during the data gathering, including feelings, anxieties, and doubts about the investigation (Richardson, 2000) With the field notes, we attempted to take in consideration both the descriptive and reflective aspects funneled in the data analysis, thus the notes were taken right after the observation of a certain situation, intending to keep them as true as possible

to what was experienced during the investigations (Bogdan & Biklen, 1994).

As stated by Cohen, Manion, and Morrison (2000), the majority of educative investigations where a close relationship with the subject is formed with the aim of data gathering that will be then used for inferring, interpretation and understanding the process experienced by the investigated subjects are of descriptive and non-experimental nature. These authors draw attention, furthermore, for the fact that in a descriptive investigation the researcher's role isn't to report only. Their role is to arrange the facts observed, so they are able to compare, differentiate, classify, analyze, and interpret the milestones and interactions with the participants of the research. Our research, based on these remarks, is framed as a descriptive study.

Thus said, the text has been arranged in four parts that further detail: (i) the history and the practices of UFV Rural Education Graduation Course and the Literacy project aimed at a Deaf Student in training for a teaching position; (ii) the relationship between inclusive practices and Rural Education; (iii) the importance of reading and writing for the education of Deaf teachers; and (iv) the science of alphabetization and the inclusiveness of Deaf people in education.

## **History and paths toward UFV Rural Education Graduation Course and the Literacy Project aimed at a Deaf student**

With almost a 100 years of history behind the institution, the UFV, located at the Southern Region of Minas Gerais (known as Zona da Mata, or Woods Zone), offers eight undergraduate courses focused on training teachers in its Viçosa campus. Among them, the Rural Education - Natural Sciences, has as its main focus the culture, values, and activism of rural workers, leaning on their protagonism and autonomy (Garske et al., 2019). As an educative proposal, it is presented, as a starting point, the issues of work, culture, and knowledge linked to rural living, in addition to rescue historical and social rural values (D'Agostini et al., 2013).

Public policies and national guidelines aimed at Rural Education, based on Alternation Pedagogy, gained strength from 1969 onwards, with the division of school time and community time as one of its foundational criteria, as it will be discussed below. Such necessity stems mainly from the Rural Workers and their organizations' struggle for a teaching policy that worked in favor of rural society needs. Among others, these necessities are present in the scope of work and culture, based on the assumption that the

knowledge accrued by country people must be valued (Silva, 2012; 2014).

At UFV, the foundational values of the Rural Education Course were set at the end of the '90s, with the engagement and development of the PRONERA (Programa Nacional de Educação na Reforma Agrária), or National Program for Education in Land Reform, a work performed by the Continued Education, Literacy, Diversity, and Inclusiveness Working Group (SECAD in Portuguese), by its turn associated with the National Institute for Colonization and Land Reform (Instituto Nacional de Colonização e Reforma Agrária - INCRA) (UFV, 2018).

In the field of national policies, the Program for Support of Superior Education (PROCAMPO), under SECADI's direction This program fostered the creation of Rural Education Courses, to ensure those teachers would be properly trained for performing their duties in the senior years of grade and high school around Rural Schools (Brasil, 2015). Thus, many federal and state superior education institutions were asked to present proposals for implementing Rural Education teaching courses, aiming at offering an initial teacher's education for fields of knowledge such as Humanities, Language and Arts, Nature Sciences, and Mathematics) (Carvalho, 2017). Complying with the

rules of the MEC/SESU/SETEC/SECADI n° 2/2012 bidding notice, 42 new Rural teaching courses were implemented in many Brazilian Universities and Colleges (Molina & Hage, 2015). Among those, UFV, which proposed course was Nature Sciences Graduation.

Therefore, known nationwide and abroad as an institution of excellence in many fields of knowledge, the UFV also fosters the development of teaching, research, and outreach efforts focused on ecological family farming and aimed at a holistic and systematic understanding of Nature Sciences. At UFV, ecological farming dates back to the '80s, when a partnership was created, which included teachers, students and southeastern Minas Gerais' family farmers, and social organizations such as the Center for Alternative Technologies (CTA-ZM), the Rural Workers Union (STR), many other family farmers associations and co-ops, social movements linked to the Country and Rural Schools (EFA). The aimed endpoint of this partnership was to develop the project PRONERA's "Education, Country, and Citizen Awareness Project".

Furthermore, in 2010, from this partnership, the "Rural Education Watch" (Observatório da Educação do Campo - OBEDUC) program arose. This program funded the project "Rural Education,



Practices in the Education of Youth and Adults, Literacy, and Education Exchanges", which included UFV, the Minas Gerais State University (Universidade Estadual de Minas Gerais - UEMG), the São João Del Rei University (UFSJ), country grade school teachers and representatives from social movements and unions: Association Mineira of Farmer Families Schools (Associação Mineira das Escolas Família Agrícola - AMEFA); Landless Workers Movement ( Movimento dos Trabalhadores Sem-Terra - MST); Minas Gerais State Farm Workers Federation (Federação dos Trabalhadores na Agricultura do Estado de Minas Gerais - FETAEMG); Dam Victims Movement (Movimentos dos Atingidos por Barragens - MAB) (UFV, 2018).

Beginning in 2011, UFV started to use mappings and systems created by the "Social Movements Watch", associated at first with a UFV program and, afterward, approved by Education Ministry University Outreach Program (Programa de Extensão Universitária - ProExt). The understanding between UFV and the Rural social movements was thus consolidated, which allowed the institution to better grasp the needs of Rural education and submit a proposal for the creation of a course dedicated to Rural Education. Led by a multidisciplinary approach, the course

fosters the conversation between social practices within and outside the school environment, knowledges from both country people and the academy (UFV, 2018).

The target audience of the course is mainly composed of individuals from rural backgrounds, with diverse profiles, such as Rural school teachers, farmers' children, popular educators, Farmer's unions' advisors, EFA monitors, *quilombolas*, victims of dam disasters, among others (UFV, 2018).

Based on the different educational backgrounds of the students, the existence of an expressive identity diversity is recognizable among country people, who can apply for a place at the university. The selective process enacted for the creation of the first class of the course happened in 2013, as an objective test with questions related to school subjects. Among the approved students, there was a Deaf student, daughter of farmworkers, thus motivating different actions for her reception at the university.

Concerning specifically the school and linguistic background of this Deaf student, it is important to point out that she, as the majority of Deaf students, is the daughter of listening parents and only came to learn Libras at an older age. As stated by the student, until her 16's,

communication between her and her parents happened through home-brew gestures, due to the absence of an interlocutor that could help her naturally shift from social, circumstantial interactions to Libras. In addition to this, during her trajectory in grade school, she didn't have the support of a Translator and Interpreter of Sign Language (Tradutores(as) e Intérprete de Língua de Sinais - TILS), thus neither experiencing a bilingual education.

Taking into account these linguistic and educational particularities, no longer after she enrolled at the university, the teachers realized the necessity of actions that put her Libras learning in the forefront, intending to reinforce her education and allow her to progress in reading and writing assignments, thus ensuring her complete understanding her access to the knowledges of her field of studies. At first, the pedagogic support offered to the Deaf student was the responsibility of UFV's Interdisciplinary Unity for Inclusive Policies (UPI-UFV), which takes care of students with special educational needs, due to a previously diagnosed disability or a learning deficiency.

It must be noted also that in the first semester of the student at UFV, said institution used the work performed by

students associated with the Teaching and Outreach projects then in vigor, who performed the duties of Sign Language Translators (SLTs), once the university was amidst the process of hiring proper professionals. With the hiring of the SLTs as effective members of the university staff, more systematic attendance of the student became possible within UPI-UFV. In that place, she spent most of the time communicating through mimic and a limited sign language, with little vocabulary to speak of, rudimentary grammatical structure, and little fluidity, due to her aforementioned background. It was thus then verified that the student finished her basic studies without the expected mastery of both Libras and Portuguese Language (PL).

The teaching material was supplied to the Licena teachers by UPI-UFV, all of them rich in pictures, to help with the process of alphabetization of the student. However, there wasn't enough time to tailor said picture material to the student's needs. As time went by, it became even more evident the challenges posed by the necessity of, effectively, include the student in her course and the school environment, not just integrate her, without first providing the needed support for her development and fostering the real

inclusion, which would offer her a quality education.

Due to this necessity, in her third semester at UFV, the Alphabetization and "Literacy in the Unity of Inclusive Policies" (LUIP) Project was proposed and registered in UFV's outreach projects platform. A multidisciplinary team was then formed, with the participation of teachers with experience in such fields as Brazilian Sign Language, Portuguese Language as the second language (L2), Youths and Adults Education, and Education in Nature Sciences to Deaf People. In 2016, the LUIP project required the integration of Licena teachers into its team. A teacher with a background in Theater (Scenic Arts), a Nature Sciences teacher, fluent in BSL language, and a Language courses teacher, with experience in teaching PL to foreigners, took became new assets to the team. In the following years, two more Licena teachers, both Nature Science teachers fluent in BSL, entered the team, one of which has been coordinating the project since late 2018.

Since it has begun to employ monitors with scholarships - among them, another Deaf student -, the project has aimed at providing help for the student in three fronts: BSL, PL, and regular school subjects. The first and second ones were dedicated to the bilingual linguistic

development of the student, i.e., her alphabetization in BSL as the first language (L1), and in PL as a second language (L2). The third front opened up the possibility of a bilingual approach for the development of academic activities, related to the contest of the studied course subjects and its curriculum. It must be stressed that the planning and actions undertaken by the multidisciplinary team were guided by ongoing evaluation of the performed activities in which, the practices put into place were collectively reviewed through a critical reflexive process.

The LUIP project will end in 2020, by the time the Deaf student is expected to graduate. Currently, the team is composed of three Nature Sciences teachers, two PL as L2 teachers and a teacher specialized in Youth and Adult Education, in addition to the support of many SLTs. Furthermore, the project counts with the collaboration of Languages Postgraduate student, who performs the duty of monitor and is responsible for overseeing the school assignments performed by the Deaf student and also allow her to continue bilingual training, with BSL as L1 and regarding the teaching of PL as L2, as predicted in the Decree nº 5626 (Brasil, 2005). Therefore, the making of this multidisciplinary team was articulated around the idea of allowing the Deaf student different experiences

within the environment of academic learning, focusing on the reading and writing abilities required in a graduation course.

### **Inclusive practices in Education for Deaf People linked to Rural Education Course**

Educational institutions must comply with the principles set out in the Brazilian Constitution (Brazil, 1988), not excluding students due to their human condition or disability and observing the main fundamentals of citizenship and human dignity (art. 1, items II and III). To this end, it must assume as one of its fundamental objectives the promotion of the good of all, without prejudice of origin, race, gender, color, age, and any other forms of discrimination (art. 3, item IV). The Constitution also guarantees the right to equality (art. 5) and deals with the Right to Education, which must contemplate the “full development of the person, his preparation for citizenship and his qualification for work” (art. 205). Besides, it establishes as a principle the “equal conditions of access and permanence in school” (art. 206, item I), adding that ... “the duty of the State with education will be carried out by guaranteeing access to higher levels of teaching, research and artistic creation, according to the capacity of each one” (art. 208, item V).

As Education should aim at full human development and preparation for the exercise of citizenship, according to article 205 of the Constitution, restrictions on access and permanence in the educational space would be a “differentiation or preference” that would limit “in itself the right to equality of these people ”(art. 205). However, it is useless for a student to be integrated, but excluded (a) from the educational process as a whole. In this case, educational institutions would not fulfill their purposes, if they represented only a means of socialization or integration of students.

Thus, we believe that the inclusive process as a whole has the potential to improve the conditions of educational institutions from the human, to the social and scientific sphere, so that more qualified people can be trained, humanly and professionally, to live in society, free from prejudice and able to accept and respect diversity. For this reason, inclusive education presupposes, above all, a change in the methodological strategies used and in the way, time-space relations are structured in the classroom (Mantoan, 2013). In this sense, inclusion means (re) learning, (re) organizing, promoting greater interaction between students and educators, in a cooperative process in

which everyone can grow together and improve training practices.

In this sense, it is important to highlight that for more than two decades, debates on inclusion have been based on respect for diversity, on accepting differences and on specialized educational assistance, seeking to contemplate the specificities of students with actions that aim to eliminate or minimize some communication, physical or attitudinal barriers, such as teaching BSL and PL for the Deaf; the presence of SLTs in the classroom taking on the role of co-trainers in the educational process; use of Braille and adapted materials to favor the training process of blind people; guidance, mobility and use of assistive technologies; alternative communication; curricular adaptations, etc.

Such issues have been discussed vigorously in academic and non-academic circles, highlighting the importance of inclusion in different areas. Questions about accessibility (autonomy for wheelchair users) and the presence of TILS in classrooms and other spaces (museums, theaters, banks, hospitals, police stations, etc.) have already become subjects for political and social discussions. But including is much more than that. For inclusion to be effective, aspects of physical accessibility, psychosocial

(interactions with the environment, and different forms of knowledge), motivational and socioemotional must be taken into account. Although this seems impossible, given the different skills that an educator must articulate, we believe that change needs to start in wanting to do, transgressing what already exists, and believing in the ability to transform reality. This was the motto to start the Literacy Project with the focus on inclusion discussed here, seeking to present some of the actions taken to favor the process of the initial formation of a Licena Deaf.

About the course presented here, it is important to highlight that Licena has a curriculum organized in eight semesters. The objective is to train qualified teachers to teach disciplines of Natural Sciences in the final years of Elementary School and in High School, besides contemplating the management of school and community educational processes, guided by an integrating vision of popular experiences and knowledge and academics (UFV, 2018).

In order to meet the target audience in their specificities, the proposal of Rural Education had viability guaranteed by the so-called Pedagogy of Alternation, which incorporates the adoption of different educational times and spaces: University Time (UT) and Community Time (CT). In

the first, studies take place in the university environment, with face-to-face classes in the disciplines that make up the course's curriculum matrix, academic guidance, participation in diverse collective spaces in which knowledge construction is mediated, among other academic activities. In the TC, the undergraduate students develop, in their communities, educational products of a didactic-methodological and scientific-technological nature. These products include the social, political, economic, and environmental dimensions of their home and work territory. Thus, from this dynamism, it is possible to create conditions to overcome the theory-reality dichotomy, since, in the articulation between TU and TC, an interrelation is promoted between the students' reality and the knowledge built in the university environment, in a project of public education linked to the field and society project (UFV, 2018).

The course also includes other instruments characteristic of Pedagogy of Alternation, highlighting the spaces common to all students and teachers, such as the Thematic Study Project, Boarding, Open Space, Licine, Knowledge Exchange, Knowledge Fair, etc. All are guided by an interdisciplinary approach, articulating formal and non-formal social practices and the knowledge of the experiences of

different subjects and movements in the countryside.

Given the above, the dynamism and complexity of the various spaces and times present in the course in question are verified, attesting that the Field can also be a place of research, extension, and teaching, which favors the training of teachers qualified for that medium.

### **The importance of reading in writing in Deaf people's academic education**

The value attributed to reading and writing in literate societies is notorious. The child, even before entering the school environment, already experiences with the world of letters. However, it should be noted that these skills and competencies are not innate to the human species, which will require efforts on the part of students and educators for this knowledge to become effective. Understanding that the school represents the main means that makes literacy practices feasible, despite not being the only one, we defend that one of its central objectives is precisely to enable students to participate in the various social practices that use reading and writing (Rojo, 2009). However, when it comes to Higher Education, some teachers tend to consider that certain students are illiterate since they show difficulties related to the reading and writing of some textual

genres that are used in the academic context.

For the development of this work, as defended by Fiad (2011), we do not believe that students entering Higher Education are illiterate, but we believe that the student has not yet experienced the desired literacy practices in previous school stages. Based on these reflections, we defend that, in the context of Higher Education, the student be offered the possibility of interacting with textual genres and social practices from the academic context, considering that literacy practices have a fixed character, being linked to the situational context in which the apprentice is inserted (Street, 1984).

Therefore, as it is a higher education course, we can highlight the existence of the need for academic literacy, considering specific uses of reading and writing in this context and which differ from other contexts (Fiad, 2011). That is, if the hearing students do not normally enter the university with the required level of literacy, the situation of the Deaf students may be even more aggravating. This is justified by the fact that they have PL as L2 and do not have significant experiences with reading and writing practices in this L2 since the vast majority of inclusive schools are not organized in a way that enables ) The development of this type of

competence (Neves, 2016; Valadão & Jacinto, 2017).

Through these considerations, and being in the academic environment, literate for excellence, without ever having had the opportunity to read and produce texts in PL, the great challenge in the face of reading and writing practices for the university Deaf student. In this perspective, the team inserted in the LUIP Project, regarding the work with L2, was fundamental to minimize the difficulties and linguistic barriers that permeated the entire process of inclusion and teacher training.

Most deaf people do not learn LP as an L2 in the early years of school and, in certain situations, will only have access to reading as adults, or even when they arrive at universities. An aggravating factor in this situation has been the failure to acquire BSL at an early age, as about 90% of the Deaf are born in families of listeners (Fernandes, 2006) who do not communicate in sign languages and children of Deaf people, due to their parents' deafness, do not naturally have access to the spoken language. Consequently, the acquisition of BSL will only occur when they encounter other Deaf people or sign-users listeners in the school context.

With regard to entering Higher Education, since 2005 there has been an increase in the enrollment of young Deaf people. As a justification for this finding, we can consider the legal framework of bilingual education and the right to Education in its L1 highlighted by Decree nº 5.626 (Brasil, 2005). In addition, it is noteworthy that, as of 2016, the access of people with disabilities to Higher Education is endorsed by Law No. 13,409 (Brazil, 2016), which guaranteed the reservation of places in courses, within the scope of Federal Institutions of Higher Education and High School Technical Education, for self-declared candidates (blacks, browns, indigenous people and people with disabilities). These legal spheres enable and allow the access of people with disabilities to Higher Education and, in this sense, actions of an inclusive nature need to be implemented by universities.

One problem created by this new demand is the lack of preparation of universities to receive these students, who find themselves immersed in this academic context, with the specific subjects to be studied that require a vast amount of readings. Many, however, are unable to keep up with the requirements of the courses and see the dream of completing their undergraduate degree fading,

especially because they are unable to meet the training demands that prove to be major challenges to be overcome.

In this sense, it appears that the lack of vocabulary is the main cause of reading difficulties for Deaf students. Abstract and polysemic words are a constant problem when thinking about their representation in BSL. Consequently, reading an academic text is challenging for the Deaf. In addition, the ability to syntactically analyze a paragraph and understand it as a whole is an arduous exercise, as they do not perceive the prosodic signs of speech, consisting of pauses and intonation, which help to group words. This can be seen in a previous study, carried out by the LUIP Project team in which it was found that the Deaf student did not interpret what they read in a satisfactory way. They only replicated and signaled some words that they knew, disregarding the context in which they were inserted (Valadão et al., 2017). The first interventions carried out by the team were to expand the student's reading and writing skills, something that proved to be urgent to favor their ongoing academic-professional development process.

In addition, because it is a longitudinal follow-up and the fact that the student is in the process of completing the course, her real needs, currently, are



related to the massive reading of references for the composition of her Course Completion Work and, still, understanding how this genre is constituted in BLS and PL. Academic literacy of the Deaf involves several issues, whether due to the strangeness of the language used and that is related to a specific textual genre, the structural and technical composition of the texts, the scientific vocabulary adopted or the absence of terminology in BSL for signaling of these concepts, among other challenges (Fernandes & Medeiros, 2017).

As for the teachers of the course, it was necessary to adapt, each one in their own way, their work dynamic, so that reading and writing were used as a way of access and production of knowledge, permeated by reflective and critical awareness that there was a Deaf student on the course. In this sense, one of the facets of the Project is also related to the training of the teachers of the course, which required a different posture in the face of the situation that was new for everyone. Thinking about new forms of reading and writing, as well as evaluating, was challenging for everyone. As well as thinking and proposing practices that are aligned with the theoretical assumptions of Deaf Education as described by Quadros (1997), especially when one considers that:

... there is no association between sounds and graphic signs, the written language is perceived visually. Graphic signs are abstract symbols for those who have never heard the sounds and intonations they represent (Ahlgren, 1992). It is a silent language. (Quadros, 1997, p. 98).

This shows that literacy (scientific or not) is a process that cuts across visual aspects, in a field of meaning that makes it necessary to consider the semantic, syntactic and morphological issues inherent in sign language, so that it is possible to assign meaning to the different concepts that are abstract and complex. Thus, it is important that teacher training establish an effective dialogue with multiculturalism, with emphasis on linguistic plurality. This would aim to produce pedagogical practices and methodologies that are culturally sensitive to linguistic diversity, welcoming and respecting differences and their specificities through an intercultural education, which can be understood, according to Candau (2011) as:

... an education for cultural negotiation, which faces the conflicts caused by the asymmetry of power between the different socio-cultural groups in our societies and is able to favor the construction of a common project, whereby the differences are dialectically integrated. The intercultural perspective is oriented towards the construction of a democratic, plural, humane society, which articulates equality policies

with identity policies. (Candau, 2011, p. 27).

Finally, based on the considerations listed throughout this text, we understand that the access and permanence of Deaf students, in the academic context, will only be feasible when students have a linguistic command in BSL, which will allow an expansion in the knowledge of the world and an effective insertion in academic-professional practices. Thus, also, the great challenge of the Project was to build practices that involved reading and writing the LP as L2, consolidating the bilingual literacy of the student Deaf and her effective inclusion in the training process.

These practices materialized in the continuous actions conducted by the LUIP Project monitors with the Deaf student, guided by planning done in weekly meetings, sometimes with the Project Team, sometimes only with the Project coordinator, as well as in sporadic meetings with teachers of Licena, where the student was enrolled.

Throughout the process, different monitors performed activities that spoke to the needs of the Deaf student and were relevant to the expected objectives. Among the most recent, there are those actions carried out by the monitor-researcher, highlighting the organization and the elaboration of bilingual didactic materials

with emphasis on L1 and activities that mediated the offer of pedagogical support carried out in two weekly monitors of 4 hours each. They are: PL literacy due to the writing of activities and reports from Licena's disciplines; literacy in BSL for activities in which presentation in BSL was allowed; recording and video editing of activities of the disciplines; interpretation in meetings and supervised internship conductors held in high school classes at a public school.

Throughout the monitoring of the LUIP Project team, it was found that the Deaf student developed significantly in terms of protagonism and autonomy, especially with regard to the supervised internship discipline. To this end, the monitoring was essential, since it offered the student intensive and continuous pedagogical support for the processes of teacher training, thus meeting the specific educational needs of the Deaf student, according to the assumptions of Inclusive Education presented in the previous section.

The Project team evaluated that there was a success not only concerning the results achieved in the student's academic development but also in the self-teaching training of the entire Project Team, which raised new levels of awareness about the dimensions of Bilingual Education for the

Deaf (as), including increasing their participation in academic events in the area.

### **Alphabetization or Scientific Literacy in the context of educational inclusiveness**

Literacy or scientific literacy can be considered (a) as one of the dimensions to enhance alternatives that privilege an education more committed to the construction of knowledge and diversity. According to Chassot (2003), literacy or scientific literacy can be understood (o) as a set of knowledge that, when mobilized, would allow people to read the world where they live, seeking to develop a critical and reflective look at environmental issues, technological, social, political, economic, etc. In other words, someone who is scientifically literate would be more equipped to deal with the complexity of the world than someone who was not part of the universe of scientific knowledge.

In this perspective, Science, in general, can be considered a human construct to explain the natural world, being expressed through a language with its own codes. To understand this language (of Sciences), as we understand something written in a language that is known (BSL, PL, Spanish Language, etc.) is to be able to interpret the various phenomena that are processed in our daily lives. According to

Chassot (2003), it is acceptable that our difficulties before a text in a language that is not mastered can be compared with the misunderstandings to explain many of the phenomena that occur in nature. Understanding Science also makes it possible to contribute to controlling and predicting the transformations that occur in nature. Thus, paths are opened to create conditions to make these changes proposed, so that they lead to a better quality of life.

Thus, we believe that science teaching in schools and universities should lead students to a broader and more integrated view of knowledge, with a greater understanding of the social, cultural, and scientific manifestations in evidence in society as a whole. For this, the courses or disciplines in this area of knowledge should be more socially and culturally contextualized, more historical, and more philosophical or reflective, allowing students to build different views of knowledge amid complexity and complexity diversity. In this sense, for the “scientific knowledge” to be effectively incorporated by the students, it is necessary to take into account a complex network of knowledge to which they have access, as well as the relevant factors for a particular social sphere which is taught and its physical and/or human specificities.

Fostering a dialogue between popular and scientific knowledge, one of the purposes of the LUIP Project team was precisely to articulate popular and academic knowledge in an integrative, contextualized, and meaningful way. That is, we make use of meaningful learning, involving the transformation of previous knowledge that the Deaf student already has, in order to reframe them, in the sense of offering support for autonomy and criticality in the cultural, social, political, environmental, economic and cultural scope (Ausubel, Novak & Hanesian, 1980).

As a way of elucidating these considerations in the interventions carried out by the LUIP Project, we describe, below, a practice organized by a monitor, with the accompaniment of two Licena teachers, which took place in 2017. It is noteworthy that the applications of these monitors were aimed at complementary training to the content covered in a discipline in which the student was enrolled so that there was a permanent dialogue between monitors and teachers.

In this sense, aiming at an articulation between popular knowledge and the knowledge of Agroecology, a reflection was organized about the uses of medicinal plants. For this, firstly, a bibliographic study of the area was carried

out and, afterward, the student Deaf was instructed to consult in her community examples of medicinal plants that were used daily, in addition to describing their therapeutic properties. Then, it was proposed to create a catalog with the identification and description of the plants found. In addition, the teachers of the course complemented the catalog with the presentation of scientific names, descriptions of some scientifically proven benefits, in addition to chemical and biological issues related to the composition of plants and medicines (Oliveira & Pereira, 2018).

These considerations and observations corroborate the pertinence of the contextualization of scientific content with the reality of the Deaf student, the use of methodologies that explored other meanings in the construction of knowledge, and the use of non-formal spaces for this constitution. Yet, it was possible to articulate the experiences of the countryside, popular knowledge, agroecology, and, mainly, the reflection of how countryside education is closely related to these themes and interests (Oliveira & Pereira, 2018).

Given the above, it can be said that the basic function of scientific education would be to complete the formation of the individual for social life, as a citizen.

However, there are many times when teachers find great difficulties in dealing with such relationships. When a pedagogical project of some educational institution proposes that one should teach in order to form a critical and reflective citizen in front of society, many questions can be asked by teachers, such as: What does it mean to be a critical and reflective citizen? Why is it important to train this citizen? For what? How to do this? Where to start? And this becomes more intense when the inclusion factor becomes the motto of an education that must, in essence, welcome and respect differences. This is because we are trained to deal with equals, to teach equals, disregarding the diversity inherent in the whole.

Thus, education must permeate the development of potentialities and the valuation of multicultural aspects, regardless of the countless human singularities existing, leading to the appropriation of social knowledge (set of knowledge and skills, attitudes and values that are produced by the classes, in a given historical situation of relationships to account for their interests and needs) (Frigotto, 1995). In this sense, the development of skills and knowledge that provide the student with a better understanding of reality and the ability to assert their own economic, political, and

(multi) cultural interests would be favored. Consequently, there would be no correspondence or subordination to the predominant system, and individuals would be valued and included in school, university, and society as a whole, regardless of the specificities that permeate interpersonal and intrapersonal barriers, whether they are of physical or cognitive origins.

It must not be forgotten that people with disabilities, as students, have the same right of access to education, in an environment not segregated from their peers. In fact, these are the students who, often, cause fundamental and necessary changes in the educational organization, making their colleagues and teachers experience the different in classrooms. This fact is highlighted by several authors, such as Mantoan (2003), who defends working with ontological and practical methods for school inclusion; Batista (2004), who highlights the relevance for social inclusion in the workplace; Alves (2003), who highlights the relevance of inclusion in school; Carvalho (2004), who seeks inclusion links with the diverse knowledge built at school; Mittler (2003), who discusses the historical and ontological meaning of the inclusion movement; Chassot (2003; 2004), which points out the relevance of a holistic and

contextual Science/Chemistry teaching; Gomes (2004), who places the discussion on school inclusion/exclusion in the context of teaching and learning processes; Santos and Schnetzler (2003), when they defend the teaching of Science/Chemistry as a central axis for the construction of citizenship; among other countless no less important references.

The ideas presented in the body of this work, and which are in line with that of the aforementioned authors, emphasize a tendency to the valorization of different aspects or different ways of thinking about inclusion. They are being brought up often through numerous academic researches, trying to dialogue with the most relevant aspects currently discussed concerning initial and continued teacher education. With this, it is important to understand that in order to have an effectively inclusive education, its plans must be redefined for the construction of practices focused on methodologies and actions aimed at global citizenship, full, free of prejudice and willing to recognize the differences and multicultural values between people and, above all, intellectual emancipation. This is because it is not enough to think about education for citizenship as a generic concept. According to Freire (2001), it is necessary to educate yourself for freedom and, in this sense, no form of intellectual

subordination or exclusion could be admitted.

It is worth mentioning that similar and promising proposals for the transformation of schools and universities have been emerging for more than two decades, reaffirming the importance of ensuring the full right of students to quality education. These proposals discuss aspects related to physical accessibility to the educational environment (autonomy) to the importance of real accessibility to multiple forms of knowledge (the right to learn, regardless of condition) (Ainscow, 1999; Stainback & Stainback, 1999; Booth & Ainscow, 1998; Armstrong, Armstrong & Barton, 2000; Mantoan & Valente, 1998).

Therefore, we learned from the LUIP Project about the importance of educators becoming involved in an incessant search for educational actions based on a solid construction of knowledge, thus aiming at the formation of a more humane conscience in the face of articulated knowledge amid diversity. In our view, this should strengthen the basis of an education that is formative and not just informative, in which all learners would have the right to be apprentices, even though they are different in many regards. In this sense, instead of having “pity” for a blind or deaf student, for example, we could have respect and admiration for a

person who, having these conditions fights every day to survive in a world that is predominantly visual and oral-auditory. Therefore, our great challenge as educators would be to seek to know what this student can do, their potential (which are many), and then recognize that, despite their physical restriction, they are able to continuously improve – which can be said would be valid for any of us.

### **Final considerations**

In UFV Rural Education Graduation Course, among the heterogeneity of the students, there is a Deaf student from a Farming family with linguistic, communicational, and educational particularities, which fostered the creation of a multidisciplinary team to guide and accomplish the process of making it possible to graduate.

It was verified that her needs, generally speaking, were related to the linguistic acquisition of BSL, reading, and writing abilities, in the sense that deficiencies in these areas prevented her from fully acquiring academic literacy. In addition to this, taking into account the knowledges required by the Science Natures course, it was also verified the importance of developing scientific literacy, working in specific subjects of the course.

It stands out the great challenge that is to develop pedagogical proposals that respected and cherished both the identity of the student as a Deaf person and as a person of rural background, taking into consideration her history, knowledges, and culture. Rural Education, while a movement that aims for individual and societal changes, has been fighting for a more fair and egalitarian life for Country folks and a suited and engaged education for these people. It was verified, thus, that Rural Education, as well as Education for Deaf People, are social movements that aim for diversity rights, overcoming what can be considered a pattern of academic excellence and reaching instead for a free quality education that respects multiple cultural identities.

Thus being said, the description of our observations as a formative team allowed for the understanding that, due to the needs of the Deaf student, the multidisciplinary team that makes up the LUIP project herein described, was articulated around the idea of meeting these demands and ensuring that the plans and actions of the project conversed with the assumptions of Rural Education and Education of Deaf People. Besides this, studies such as this one are a form of longitudinal reflection and ongoing assessment of the Deaf student's education

process and the actions undertaken by the group in question, which also allows for a self-assessment for everyone involved in said process.

Through analyses guided by general actions developed by the Project Team, it was verified that the practices heretofore presented constitute actions to be further employed as both standard policies and educational practices, to ensure the permanence and graduation of the Deaf student. In the scope of inclusive education, initiatives of this nature consist of activities that aim to overcome the occasional barriers experienced in the teaching and learning process.

A possible focus of analysis, and that was not addressed in depth in this work, is the necessity of continued training of all individuals implicated in the learning process of the student. The diversity of monitors and teachers that have participated in the Project, some of which were fluent in BSL while others did not know the Language and the inclusive and its bilingual principles. Thus said, one of the additional aspects of the Project was the proper development of a different training method for the group of monitors, once that, in practice, they are the ones who deal directly with the Deaf student. We also know that Deaf people's education implicates so much more than the simple

knowledge of the Language; it implicates methodological, linguistic, and cultural specificities issues particular to the Deaf community.

Finally, due to the ever-larger presence of Deaf students in the academic environment, we hope this work may serve as a way of helping other universities and contexts that find themselves in a similar position, especially with regard to the realization that multidisciplinary team is needed for the development of inclusive actions. The proposal of new actions, and educational and linguistic policies, with the objective of ensuring a wide-ranging change that encompasses the access, steady attendance, and conclusion of the education of Deaf People was necessary. Due to this, we believe that the empiric and lived-in character of the reflections here presented may support and encourage the creation of other studies, and even with the development of projects and implementation of educational policies that include Deaf people.

## References

- Abranches, C., & Batista, M. (2004). *Inclusão: construção na diversidade*. Belo Horizonte, MG: Armazem de Ideias.
- Adler, P. A., & Adler, P. (1994). Observational Techniques. In Dezin, N., & Lincoln, Y. S. (Eds.). *Handbook of Qualitative Research* (pp. 377-392). California: Sage Publications.



- Ainscow, M. (1999). *Understanding the development of inclusive schools*. Falmer Press.
- Alves, F. (2003). *Inclusão: muitos olhares, vários caminhos e um grande desafio*. Wak.
- Angrosino, M. (2009). *Etnografia e observação participante*. Porto Alegre (RS): Artmed.
- Armstrong, F., Armstrong, D., & Barton, L. (2000). *Inclusive education: Policy, contexts and comparative perspectives*. David Fulton Publishers.
- Ausubel, D. P., Novak, J. D., & Hanesian, H. (1980). *Psicologia educacional*. Interamericana.
- Bizol, C. (2010) Discursos sobre a Surdez: Deficiência, Diferença, Singularidade e Construção de Sentido. *Psicologia: Teorias e Pesquisas*, 26(1), 7-13. <http://dx.doi.org/10.1590/S0102-37722010000100002>
- Bogdan, R., & Biklen, S. K. (1994). *Investigação qualitativa em educação: Uma introdução à teoria e aos métodos*. Porto: Porto Editora.
- Booth, T., & Ainscow, M. (Eds.). (1998). *From them to us: An international study of inclusion in education*. Routledge.
- Caldart, R. S., Stedile, M. E., & Daros, D. (2015). *Caminhos para transformação da Escola 2: Agricultura camponesa, educação politécnica e escolas do campo*. São Paulo: Expressão Popular.
- Candau, V. (2011). Educação em direitos humanos e diferenças culturais: questões e buscas. In Candau, V. (Org.). *Diferenças culturais e educação: construindo caminhos* (pp. 13-34). Rio de Janeiro: 7Letras.
- Carvalho, J. G. (2017). *A formação por alternância na Licenciatura em Educação do Campo da UFV: experiências e representações sociais dos educandos* (Dissertação de Mestrado). Universidade Federal de Viçosa, Viçosa.
- Carvalho, R. E. (2004). *Educação inclusiva com os pingos nos "is"* (p. 67). Porto Alegre: Mediação.
- Chassot, A. I. (2003). *Alfabetização científica: questões e desafios para a educação*. Ed. Unijuí.
- Chassot, A. I. (2004). *Para que(m) é útil o ensino?* (2a ed.). Canoas: Editora ULBRA.
- Constituição da República Federativa do Brasil*. (1988, 05 de outubro). Recuperado de: <http://www.senado.gov.br/sf/legislacao/const/>
- D'Agostini, A., Taffarel, C. Z., & Júnior, C. L. S. (2013). Escola ativa. In Caldart, R. S., Pereira, I. B., Alentejano, P., & Frigotto, G. (Orgs.). *Dicionário da Educação do Campo* (pp. 313-324). Rio de Janeiro, São Paulo: Escola Politécnica de Saúde Joaquim Venâncio, Expressão Popular.
- Decreto nº 5.626 (2005, 22 de dezembro)*. Regulamenta a Lei no 10.436, de 24 de abril de 2002, que dispõe sobre a Língua Brasileira de Sinais Libras, e o Art. 18 da Lei no 10.098, de 19 de dezembro de 2000. Recuperado de: [http://www.planalto.gov.br/ccivil\\_03/Atos/2004-2006/2005/Decreto/D5626.htm](http://www.planalto.gov.br/ccivil_03/Atos/2004-2006/2005/Decreto/D5626.htm)
- Fernandes, S. (2008). Letramento na educação bilíngue para surdos: caminhos para a prática pedagógica. *A língua portuguesa no mundo*. São Paulo: FFLCH, 1-30.

- Fernandes, S., & Medeiros, J. (2017). Tradução de Libras no ensino superior: contribuições ao letramento acadêmico de estudantes surdos na Universidade Federal do Paraná. *Arqueiros/Instituto Nacional de Educação de Surdos*, 1, 100-117.
- Fiad, R. S. (2011). A escrita na universidade. *Revista da ABRALIN*, 10(4), 357-369.  
<http://dx.doi.org/10.5380/rabl.v10i4.32436>
- Frigotto, G. (1995). *Educação e a crise do capitalismo real*. Cortez Editora.
- Gleiser, M. (2000). Por que Ensinar Física?. *Física na Escola*, 1(1), 4-5.
- Gomes, M. F. C. (2004). *Construindo relações de inclusão/exclusão na sala de aula de química: histórias sociais e singulares* (Tese de Doutorado). Universidade Federal de Minas Gerais, Belo Horizonte.
- Lei nº 10.436, de 24 de abril de 2002* (2002, de 24 de abril). Dispõe sobre a Língua Brasileira de Sinais – LIBRAS e dá outras providências. Recuperado de: [http://www.planalto.gov.br/ccivil\\_03/leis/2002/110436.htm](http://www.planalto.gov.br/ccivil_03/leis/2002/110436.htm)
- Lei nº 13.409, de 28 de dezembro de 2016*. (2016, 28 de dezembro) Altera a Lei nº 12.711, de 29 de agosto de 2012, para dispor sobre a reserva de vagas para pessoas com deficiência nos cursos técnico de nível médio e superior das instituições federais de ensino. Recuperado de: [http://www.planalto.gov.br/ccivil\\_03/ato2015-2018/2016/lei/L13409.htm](http://www.planalto.gov.br/ccivil_03/ato2015-2018/2016/lei/L13409.htm)
- Mantoan, M. T. E., Valente, J. A. (1998). Special education reform in Brazil: an historical analysis of educational policies. *European Journal of Special Needs Education*, 13(1), 10-28.
- Mantoan, M. T. E. (1999). Teachers' education for inclusive teaching: refinement of institutional actions. *Revue Francophone de la Déficience Intellectuelle*. Número spéciale, 52-54.
- Mantoan, M. T. E. (2001). *Caminhos pedagógicos da inclusão*. São Paulo: Memnon.
- Mantoan, M. T. E. (2003). *Inclusão escolar: o que é? Por quê? Como fazer?* São Paulo: Editora Moderna.
- Mantoan, M. T. E. (2013). *O desafio das diferenças nas escolas*. 5ª ed. Petrópolis, RJ: Vozes.
- Mittler, P. (2003). *Educação Inclusiva: contextos sociais*. Trad. Windyz Brazão Ferreira. Porto Alegre, RS: Artmed.
- Molina, M. C., & Jesus, S. M. S. A. D. (2004). *Contribuições para a construção de um projeto de educação do campo*. Brasília, DF: Articulação Nacional Por uma Educação do Campo, Coleção Por Uma Educação do Campo, nº 5.
- Molina, M. C., & Hage, S. M. (2015). Política de formação de educadores do campo no contexto da expansão da educação superior. *Revista Educação em Questão*, 51(37), 121-146.  
<https://doi.org/10.21680/1981-1802.2015v51n37ID7174>
- Moura, M. C. (2002) *O surdo: caminhos para uma nova identidade*. Rio de Janeiro: Revinter.
- Neves, B. C. (2016). Educação inclusiva e educação bilíngue: o que dizem os alunos surdos sobre o Ensino de Língua Portuguesa nesses diferentes contextos? *Revista Educação, Cultura e Sociedade*, 6(2), 358-369.
- Oliveira, L. M. T., & Campos, M. (2013). Educação básica do campo. In Caldart, R., Pereira, I. B., Alentejano, P., & Frigotto, G. (Orgs.). *Dicionário da Educação do*

*Campo* (pp. 237-244). São Paulo: Escola Politécnica de Saúde Joaquim Venâncio, Expressão Popular.

Oliveira, M. A. (2005). *Conhecimento linguístico e apropriação do sistema de escrita*. Belo Horizonte: Ceale/FaE/UFMG.

Oliveira, C. L. R., & Pereira, J. (2018). Os desafios da Educação Inclusiva para surdos na Educação do Campo: estratégias de ensino e a Libras como língua espaço-visual. In *VII Simpósio Internacional Trabalho, relações, educação e identidade. Educação do campo e movimentos sociais* (pp. 159-167). Belo Horizonte (MG).

Perini, M., & Righini-Leroy, E. (2008). L'accès à l'écrit chez l'apprenant sourd signeur: clarification de la notion d'éducation «bilingue» et propositions didactiques. *Actes de lecture*, 101, 77-85.

Quadros, R. M. (1997). *Educação de surdos: a aquisição da linguagem*. Porto Alegre: Atrmed.

Richardson, L. (2000). Writing. A Method of Inquiry. In Denzin, N. K., & Lincoln, Y. S. (Eds.). *Handbook of Qualitative Research* (pp. 923-948). London: Sage Publications.

Rujo, R. (2009). *Letramentos múltiplos, escola e inclusão social*. São Paulo: Parábola Editorial.

Santos, W. L. P. (2007). Educação científica na perspectiva de letramento como prática social: funções, princípios e desafios. *Revista Brasileira de Educação*, 12(36), 474-550. <https://doi.org/10.1590/S1413-24782007000300007>.

Soares, M. (1998). *Letramento: um tema em três gêneros*. Belo Horizonte: Autêntica.

Santos, R. B. (2017). História da Educação do Campo no Brasil: o protagonismo dos movimentos sociais. *Revista Teias*, 18(51), 210-224.

<https://doi.org/10.12957/teias.2017.24758>

Santos, W. L. P. D., & Schnetzler, R. P. (2003). *Educação em química: compromisso com a cidadania*. Ijuí: Editora Unijuí.

Silva, L. H. (2003). *As experiências de formação de jovens do campo: alternância ou alternâncias?*. Editora UFV, Universidade Federal de Viçosa.

Silva, L. H. (2014). *Educação do campo, alternância e reforma agrária: 10 anos do Grupo ECARA na UFV*. Barbacena: Editora UEMG.

Stainback, S., & Stainback, W. (1999) *Inclusão: um guia para educadores*. Trad. Magda França Lopes. Porto Alegre: Artes Médicas Sul.

Street, B. V., & Street, B. B. (1984) *Literacy in theory and practice*. Cambridge University Press.

Thiollent, M. (1994). *Metodologia de pesquisa-ação*. São Paulo: Cortez.

UFV. (2018). *Projeto pedagógico curso de Licenciatura em Educação do Campo – Ciências da Natureza*. Recuperado de: <http://www.educacaodocampo.ufv.br/wp-content/uploads/2011/05/Projeto-Pedag%C3%B3gico-do-Curso-de-Licenciatura-em-Educa%C3%A7%C3%A3o-do-Campo-Ci%C3%A4ncias-da-Natureza.pdf>. Universidade Federal de Viçosa, Viçosa (MG).

Valadão, M. N., & Jacinto, C. A. (2017). Teaching and Learning Portuguese as a Second Language for Deaf Students: Reflections on Teaching Practices in An Inclusive Context. *European Journal of Social Sciences Education and Research*,

11(2), 301-307.  
<http://dx.doi.org/10.26417/ejser.v11i2.p301-307>

Valadão, M. N., Lucas, G. B., Alves, S. D. A. W., & de Oliveira Chaves, I. (2017). Experiência de ensino da língua portuguesa por meio de gêneros discursivos para uma estudante surda do ensino superior. *Gláuks-Revista de Letras e Artes*, 17(01), 78-96.

---

(i) We opted for using capital letters as a way of showcase appreciation, legitimacy and protagonism to our subject of studies, allowing it to stand out from the academic and sociocultural point of view.

(ii) The word “Deaf”, with the first letter capitalized, refers to the individual who, suffering from hearing loss, is not characterized by their deficiency, but by their belonging to a minority group and having Sing Language as their L1 (Moura, 2000; Bizol, 2010).

Vinícius Catão de Assis Souza

 <http://orcid.org/0000-0003-4591-9275>

#### How to cite this article

##### APA

Jacinto, C. A., Oliveira, C. L. R., Ribeiro, D., Chaves, I. O., & Souza, V. C. A. (2020). Inclusive practices in Rural Teacher Bachelor Course at Federal University of Viçosa (Brazil): multidisciplinary actions of the Literacy Project that was addressed to one deaf in the pre-service teacher process. *Rev. Bras. Educ. Camp.*, 5, e9044. <http://dx.doi.org/10.20873/uft.rbec.e9044>

##### ABNT

JACINTO, C. A.; OLIVEIRA, C. L. R.; RIBEIRO, D.; CHAVES, I. O.; SOUZA, V. C. A. Inclusive practices in Rural Teacher Bachelor Course at Federal University of Viçosa (Brazil): multidisciplinary actions of the Literacy Project that was addressed to one deaf in the pre-service teacher process. **Rev. Bras. Educ. Camp.**, Tocantinópolis, v. 5, e9044, 2020. <http://dx.doi.org/10.20873/uft.rbec.e9044>

#### Article Information

Received on April 28th, 2020

Accepted on May 19th, 2020

Published on July, 03rd, 2020

**Author Contributions:** The author were responsible for the designing, delineating, analyzing and interpreting the data, production of the manuscript, critical revision of the content and approval of the final version published.

**Conflict of Interest:** None reported.

#### Orcid


Carlos Antonio Jacinto

 <http://orcid.org/0000-0003-1768-6988>


Cristiane Lopes Rocha de Oliveira

 <http://orcid.org/0000-0001-6065-3968>

Danila Ribeiro Gomes

 <http://orcid.org/0000-0003-0312-8299>

Idalena Oliveira Chaves

 <http://orcid.org/0000-0002-2921-6425>