

Dossier

Translanguaging, (Non) Inclusive Education and Language Policies: Reflections on English Teaching in Brazil from the Perspective of Two Deaf Students¹

Matheus Lucas de Almeida¹ 

Antonio Henrique Coutelo de Moraes² 

¹ This study was financed in part by the Coordenação de Aperfeiçoamento de Pessoal de Nível Superior – Brasil (CAPES) – Finance Code 001.

Bethânia Mariani
Editor-in-chief
Linguistics

Dr. Ebal Bolacio
Dr. Paul Voerkel
Associate Editors

ABSTRACT:

Discussions and studies on acquiring additional languages have gained considerable visibility on the academic agenda and educational spaces. However, the reality in Brazil still poses difficulties to the teaching-learning process of additional languages by deaf students. In this sense, this article aims to analyze the conceptions of two deaf students enrolled in public schools in Recife, Pernambuco, about teaching English to the deaf. To achieve this analysis, we based our discussions on Calvet (2007), Wei (2017), Barbosa, Freire and Medeiros (2018), Souza (2021), Almeida (2021, 2023), and Almeida and Moraes (2024), among others. To understand meanings, motives, beliefs, and values related to the acquisition of the English language by deaf students in elementary and high school, this research is qualitative descriptive, according to Triviños (1987). The results point to the fact that there is still a long way to go toward building an educational system that is, indeed, inclusive – both in the sense of linguistic and academic policies and praxeologies – and that educational spaces must offer access and permanence for students with disabilities, besides specialized educational assistance to complement or supplement school assistance when necessary.

KEYWORDS: English language teaching, Language Policies, Inclusive education, Translanguaging, Deaf.

Received: 11/06/2024

Accepted: 18/11/2024

¹Universidade Federal de Campina Grande, Campina Grande, PB, Brasil.

E-mail: matheus.lucas@professor.ufcg.edu.br

²Universidade Federal de Rondonópolis, Rondonópolis, MT, Brasil.

E-mail: antonio.moraes@ufr.edu.br

How to cite:

ALMEIDA, Matheus Lucas de; MORAES, Antonio Henrique Coutelo de. Translanguaging, (Non) Inclusive Education and Language Policies: Reflections on English Teaching in Brazil from the Perspective of Two Deaf Students. *Gragoatá*, Niterói, v. 30, n. 66, e63033, jan.-abr. 2025. Available from: <https://doi.org/10.22409/gragoata.v30i66.63033.en>

Introduction

When reflecting on the use of language as an instrument of power, it is necessary to consider how language can be used to dominate, exclude, and even make inferior those who do not have linguistic knowledge that is considered sufficient and within the standards required by society. Given that, a political change based on the linguistic needs of deaf people is necessary to truly promote educational and social inclusion (Leite; Cabral, 2021, p. 434).

Unquestionably, discussions and studies on acquiring additional languages have gained considerable visibility on the academic agenda and educational spaces. The search for more appropriate answers to language acquisition is probably due to the great value of knowing an additional language. This confirms that “nowadays, there is still a strong connection between studies in second language acquisition and reflections on questions about methodologies for teaching second language (L2), about planning teaching programs for these languages²” (Souza, 2021, p. 30). Consequently, there is also an exponential growth in bilingual educational institutions, which led the Conselho Nacional de Educação (CNE/CEB)³ to standardize bilingual education in the country and create the Diretrizes Curriculares Nacionais para a oferta de Educação Plurilíngue (DCNEP)⁴ (Brasil, 2020).

Discussing this topic is urgent, considering that social paradigms are changing, and, with them, pedagogical practices also must be given new meanings. Therefore, learning an additional language brings benefits socially and professionally, as individuals, with the support of these languages, can expand their communication and world possibilities (Almeida, 2021). Research on language acquisition is justified, as it allows us to answer several questions inherent to the educational system. According to Souza (2021, p. 44):

studies in second language acquisition answer questions related to didactic problems in teaching additional languages but are not limited to them. [...] The knowledge obtained in studies in second language acquisition, as they address issues relating to the learnability of additional languages, is certainly of interest to language teachers and those who plan and coordinate the curriculum of language programs or those who prepare teaching materials.

In this context, being exposed to different cultures and “other languages allows a greater understanding of our own and makes us more capable of the citizenship required by the 21st century” (Brasil, 2020, p. 17). In addition to linguistic and didactic issues, cultural issues are inherent in language acquisition. As indicated by the DCNEP (Brasil, 2020, p. 11), “demands of bilingual/multilingual education dialogue with various social factors, whether international, national or regional, often due to historical peculiarities in which interculturality demands actions from the constituted legal apparatus”.

² All direct quotations in this article are free translations by the authors.

³ Which is the National Council of Education in Brazil.

⁴ Which are the guidelines for plurilingual education in Brazil.

Souza and Pereira (2021) alert us that society is constantly changing due to globalization. In this interconnected world, although paradoxically, language teaching often fails to bring a connection between social reality and teaching. There still are practices decontextualized from the socio-located realities of the individuals involved in the educational process. As Radaelli (2011, p. 2) points out this is contradictory because “the language with which we communicate acquires primary importance in teacher/student/school/social relations”. Therefore, education is a social practice permeated by diverse communication exchanges. The realities and perceptions of these individuals regarding linguistic phenomena must be considered, bearing in mind that language is an essential part of individuals’ lives; language is an unfinished project in constant change (Radaelli, 2011).

Vygotsky, Barbosa, Freire, and Medeiros (2018, p. 629) show us that people are fulfilled of “possibilities and potentialities and, many of these, will unfold from social contact, or, at the same time, otherwise, they may never emerge due to the absence of adequate stimuli”. As Souza and Pereira (2021, p. 140) mention, “considering the entire range of knowledge, concepts, and values taught in English classes, literacy must be critical, and not maintain oppressive discourse”. In this sense, it should encourage students to spread their wings, not imprison them.

Our experiences prove what Souza and Pereira (2021, p. 136) point out: “reflecting on education is a complex task, as such an action that involves the multidimensional complexities of individuals who participate, at the same time, in different contexts of society”. In this sense, it is necessary to consider the realities of these subjects so that we can provide a more meaningful education for them. To this end, mediation is a crucial element, as it enables a less lonely knowledge acquisition process in which several subjects are responsibly involved in the learning (Barbosa; Freire; Medeiros, 2018).

Furthermore, the Sustainable Development Goals (SDGs) proposed by the United Nations (UN, 2015) emerged and one SDG concerns quality education. According to objective 4.C, by 2030, the number of qualified teachers must be “increased, including through international cooperation for teacher education, in developing countries”. Objective 4.1 aims, by 2030, to enable all students to “complete free, equitable and quality primary and secondary education, which leads to relevant and effective learning outcomes”. In this sense, English teaching must be discussed in depth, considering that it can provide significant social changes in students’ lives and is aligned with objective 4.4 (UN, 2015). Therefore, acquiring English can help these students develop a (linguistic) competence that will contribute professionally to their social development.

People with disabilities must also be considered, as SDG number 4.5 (UN, 2015) states that we must “ensure equal access to all levels of education and training professional service for the most vulnerable, including people with disabilities, indigenous peoples and children

in vulnerable situations". Therefore, strategies and discussions are necessary to provide meaningful and quality education for these students, as in the case of deaf students, the community addressed in this study. Praxeologies⁵ must be based on a humanistic bias that allows these students, as suggested in objective 4.7 (UN, 2015), to promote, among others, sustainable development, which values human rights, gender equality, global diversities, and the culture of peace and non-violence.

We agree with Pessoa, Borelli and Silvestre (2018, p. 85-86) when they say that:

learners should be prepared to engage in communities of practice and collaboratively achieve communication through the use of pragmatic strategies. By doing this, they may develop a repertoire of codes and an understanding of the fluidity in codes they see around them, and they may learn to shuttle between communities instead of wishing to join one community.

We are assured that "language is far from being this safe place we normally try to build in class" (Pessoa; Borelli; Silvestre, 2018, p. 91). In the case of multilingual education, as Lotherington (2004) points out, it is naturally complex and demands a lot from the professionals involved, the administration, and different materials that are necessary to meet the needs of the students inserted in these spaces. It is important to consider the perceptions of the ones involved in this because "bilinguals operate differently from monolinguals, both in their L2 and L1, whether in understanding the production of words or sentences" (Souza, 2021, p. 135). In this process, there are constant influences and exchanges between the individuals' L1 (first language) and their additional languages. Besides being an object of study, the classroom and the individuals in this context are significant elements for the (re)construction of praxeologies about language teaching, and the various dynamics and practices of (in)successes that occur in the classroom are possibilities for reframing experiences.

Intending to understand meanings, motives, beliefs, and values related to the acquisition of the English language by deaf students in elementary and high school, this research is qualitative (Triviños, 1987), and it aims to analyze the conceptions of two deaf students enrolled in public schools in Recife, Pernambuco, about teaching English to the deaf. This study is a revised and expanded excerpt from the doctoral dissertation entitled *Writing in English: tecendo reflexões acerca do ensino e da aprendizagem de língua inglesa para surdos* (Almeida, 2023), which was part of a bigger project named *O lugar das línguas na aquisição de inglês: narrativas de alunos surdos sobre a triangulação língua de sinais - língua nacional - língua estrangeira em Recife, Brasil, e em Malang, Indonésia*. The project was approved by the Ethics Committee of the Catholic University of Pernambuco with Certificate of Presentation of Ethical Appreciation

⁵ As Bastos et al. (2021), while discussing linguistic education, teacher training, and language ideologies, we use the term praxeology here instead of theory, aiming not to dichotomize theory and practice as we believe that theory and practice must go hand in hand if we intend to promote significant changes in society.

number CAAE 40455720.8.0000.5206, under the supervision of the second author.

In addition to this introduction and final considerations, the work is divided into three parts. Initially, we discuss linguistic policies for the deaf in Brazil and reflect on the political nature of bilingualism in deaf education. After that, we bring considerations about bilingualism, plurilingualism, bilingualism, and translanguaging and their application in the teaching and learning languages for the deaf. We also analyze the perceptions of two deaf students from a public school in the neighborhood of Recife, Pernambuco, enrolled in the final years of elementary school and in high school about their process of teaching and learning the English language.

Language policies for the deaf in Brazil

Portuguese and Brazilian sign language (Libras) play different roles in the life of the deaf community in Brazil, as usually they use Libras for communication, but most of the materials available are in Portuguese (whether written or spoken); which demonstrates the political nature of bilingualism (Piconi, 2019). This political character related to language learning is part of the field of linguistic policy studies, as Calvet (2007, p. 36) reminds us, “in linguistic policy, there is also politics” and “interventions in the language or languages have an eminently social and political character”. Silva and Albuquerque (2020) point out that this field discusses deliberations related to languages and society and how these decisions impact the daily lives of linguistic communities. Thus, “the entire art of linguistic policy and planning lies in this necessary complementarity between scientists and decision-makers, in this unstable balance between intervention techniques and society’s choices” (Calvet, 2007, p. 86).

According to Ribeiro, Bertonha, and Castro (2020, p. 213), discussions related to language policies began in the “19th century, when linguistic issues gained great prominence due to the consolidation of nation-states and the independence of some of the territories colonized”. In Brazil, issues related to language policies have gained considerable space in academic discussions, demystifying an ideology that has prevailed since the colonial times of the monolingual nation, a reality that opens space for discussions related to bi/plurilingualism.

This shows that “the relations between language(s) and social life are at the same time problems of identities, culture, economy, development, problems from which no country escapes” (Calvet, 2007, p. 19). Trying to separate the language from the demands and realities of the social context is incoherent, considering that these elements will provide support for the construction of language policies that bring benefits to certain communities.

When it comes to discussions regarding language policies for the deaf, Piconi (2019) explains that the debate on these issues arises at a

time when inclusion is becoming an issue more addressed in public educational policies in our country. While discussing accessibility, it is necessary to extend responsibilities to society as everyone is part of and affected by it. Schools must be spaces where individuals, regardless of their specificities, feel welcomed and have their potential stimulated. It is also necessary for society to be welcoming and include individuals with specificities in the most diverse spaces.

In this process, agents are fundamental in the discussions and construction of language policies (Rajagopalan, 2013). Agents can be defined as those who help to (re)construct language policies, such as teachers, students, families, and the entire civil society. They “can be those who go against state policies, but they can also be those who reaffirm them” (Correa; Güths, 2015, p. 145).

Family members are very important in this process, considering that normally they are the ones who provide the first linguistic contact to children. Therefore, they must be included in language policies and understand the importance of sign language for the deaf community.

many times, even if unconsciously, families stipulate their own organization on how they will linguistically “raise” their children, but this choice is often influenced by external factors, such as the country’s own legislation and the languages recognized in it, which becomes very alarming when we consider the fact that few families indeed dedicate themselves to research before outlining which languages will be used to educate their children (Ribeiro; Bertonha; Castro, 2020, p. 217).

Decisions involving the linguistic choices of the deaf concerning the languages they use involve several issues and the family is one of the foundations in this process. Even though the most recent studies and social movements carried out in recent decades highlight the importance of acquiring sign language as early as possible by deaf individuals, it is within the family that the decision on whether to use sign language early occurs. However, many family members do not have access to information regarding the acquisition of Libras, Portuguese, and the possibilities available for their children, which makes it more difficult for them to base their choices qualitatively.

It is understandable that, for parents who have never had contact with the deaf community (which represents the majority), there is a certain barrier to accepting sign language. This could be changed if, when the deafness diagnosis is communicated, the alternatives are thoroughly explained to them by well-trained health professionals. As Ribeiro, Bertonha, and Castro (2020) point out, there is a need for a support network that can help these family members and show them it is not just about learning “another language”, but rather, having at hand a very valuable and emancipatory communication resource for these individuals. It is important to invest in public and linguistic policies that disseminate to the population the importance of acquiring sign language in the early years of a deaf subject’s life.

This reiterates that “family language policies are not established in a vacuum, alien to the historical, economic, social and political contexts of their community” (Ribeiro; Bertonha; Castro, 2020, p. 218), they are reflections of situations and ideologies of existing public policies. We align our ideas with Ribeiro, Bertonha, and Castro (2020) when stating that more significant investments are necessary so that family members and the deaf community itself can have access to sign language from an early age and, thus, can be more engaged in social and political issues involving this language.

In the field of language policies, there are the principles of territoriality and personality; “the territory that determines the choice of language or the right to language” concerning personality, “[...] the person who belongs to a recognized linguistic group has the right to speak their language, no matter where in the territory ” (Calvet, 2007, p. 82). Brazilian deaf people are in a territory in which the majority language is Portuguese, however, their first language is usually Libras, and it should be the one used with them – which does not always happen. Furthermore, the English language is mandatory at Brazilian schools as per the Base Nacional Comum Curricular (BNCC)⁶ (Brasil, 2017, 2018).

Despite directly affecting the population, “there is often a small number of planners and a large number of planned people who are rarely asked for their opinion” (Calvet, 2007, p. 159). Therefore, we must seek to break this cycle so that our students are aware of the linguistic diversity in our country, such as sign languages, immigrant languages, indigenous languages, and additional languages in their diverse contexts.

With regard to the education of deaf people, it is clear that much still needs to be modified and reconsidered, as can be verified in the *Relatório sobre a política linguística de educação bilíngue – língua brasileira de sinais e língua portuguesa* (Thoma et al., 2014) which despite being dated 2014 seems to describe current times. When we analyze education and education rates for deaf people in Brazil, for example, it is clear that this reality still requires more significant investments and changes (Almeida, 2021).

The data presented in *Relatório sobre a política linguística de educação bilíngue – língua brasileira de sinais e língua portuguesa* (Thoma et al., 2014) demonstrate the fragility of deaf education from basic to higher education, as there is no effective inclusion of these individuals in these spaces. Furthermore, Thoma et al. (2014) show that initial and continuing teacher training is extremely important. Being in the school space and dealing with the multiplicity of students in this context requires much more than mastery of a language; we must offer conditions so that this language is accessible to everyone.

When analyzing “official documents that regulate the use and teaching of sign languages in eight Portuguese-speaking countries, namely: Angola, Brazil, Cape Verde, Guinea-Bissau, Mozambique, Portugal, São Tomé and Príncipe, and Timor-Leste”, Basoni and Witches

⁶BNCC is a document that establishes the essential learning that must be developed by Brazilian Basic Education students. The BNCC is a guide for the organization of curricula and defines the competencies and skills that students must develop throughout Early Childhood Education, Elementary School, and High School.

(2020, p. 1342) confirm that only linguistic policies for the deaf community do not guarantee changes and the necessary inclusion for deaf people to exercise their citizenship, yet these policies allow minimum conditions. Within the countries researched, only Angola, Brazil, Mozambique and Portugal bring official documents that regulate the use of sign language in their territories. However, many issues still need to be resolved, considering that, in addition to indicating the use of sign languages, it is necessary that conditions are offered, and more investment is made in the training of teachers and sign language and Portuguese language translators and interpreters (TILSP).

There is a movement in some Portuguese-speaking countries for deaf people to be included in society and educational spaces effectively, however, as Quadros (2007, p. 14) points out there is still “a vertical hierarchy between Portuguese and other languages in Brazil, despite some initiatives towards recognizing the country’s linguistic diversities”. Many issues still seem recent, but the considerations brought in *Relatório sobre a política linguística de educação bilíngue – língua brasileira de sinais e língua portuguesa* (Thoma et al., 2014) state the importance of resistance and struggle for linguistic and educational rights of the deaf. In addition to proposing laws and decrees, effective possibilities must be offered for this to happen; which, unfortunately, has not been happening.

The reality, the data from this research, and our teaching experiences made us realize that deaf education still has several failures and gaps. Yet, laws, decrees, and guidelines already exist and, if applied properly, with the necessary human, training, and material support, many problems could be minimized. As we discuss below, the context in which questions regarding bilingualism and translanguaging arise.

Bilingualism, plurilingualism, multilingualism, and translanguaging: terminologies and applications

Speakers pass away and disappear; languages don’t. Instead, they transform, transfigure and transmute. (Trans)languaging moves ahead indefatigably under its own steam. (Rajagopalan, 2022, p. 15).

As Lotherington (2004) points out, mass education and teaching additional languages to the population in general – and not just to the elite – is a recent phenomenon that dates back one or two centuries. There has been a change in paradigms that had the teaching of additional languages to perceive the need to use other languages as a basic and economic need in society.

The conception of bilingualism we adopt in this study is the one proposed by Grosjean (2013), for whom bilingualism can be defined as using two or more languages (or dialects) in everyday life. This conception brings advantages, as it does not exclude the issue of proficiency, considering that subjects need certain knowledge to be able to use them. Furthermore, it “considers people who speak more than two languages – there are many in the world today – and covers dialects, a

linguistic reality in many countries around the world” (Grosjean; Byers-Heinlein, 2018, p. 5).

Bilingual individuals use the languages they know in different contexts in different ways, which means they can have greater command in a certain area of one of their languages compared to another. Grosjean and Byers-Heinlein (2018) point out that bilinguals’ linguistic skills (reading, writing, speaking, and listening) normally develop differently, and they should not be expected to develop linguistically equivalent to them. In that regard, “most deaf people who sign and who use the majority language (even if only in its written form) in their everyday lives are indeed bilingual” (Grosjean, 2010, p. 134).

In Chart 1, it is possible to visualize some specificities related to deaf bilinguals highlighted by Grosjean (2010).

Chart 1 - The languages, skills, and modalities involved in the bilingualism of the Deaf

Modality	Spoken language		Sign language	
	Production	Perception	Production	Perception
Spoken	Speaking	Listening Lip Reading (+/- cued speech)	XXXXXX	XXXXXX
Written	Writing	Reading	Writing sign language	Reading sign language
Sign	Producing a signed version	Perceiving a signed version	Signing	Perceiving signing
Finger spelling	Producing and perceiving finger spelling			

Source: Grosjean, 2010, p. 135.

Grosjean (2010) summarizes the skills and modalities present in bilingualism when sign and oral languages are involved. Regarding modalities, oral and sign languages can be written (written form of spoken language and written in sign language) and signed. The production of oral language in signs is a possibility, and we have as an example the case of signed Portuguese (which does not follow the structure of the Brazilian sign language) and pidgin sign language (used by listeners who are not fluent in the sign language of the deaf).

Sign language signaling occurs when signs are signed in that language. Naturally, there is no oral form of sign language, yet, in the written form, it is possible to find written forms and reading possibilities of the oral language. In Brazil, there are currently four possibilities for sign writing systems, namely: “SignWriting (SW), Escrita de Língua de

Sinais (ELiS), Sistema de Escrita da Libras (SEL), and Escrita Visogramada das Língua de Sinais (VisoGrafia)” (Silva *et al.*, 2018, p. 2). Fingerspelling is a phenomenon in both languages and is often a visual representation of the spelling of the oral language.

Furthermore, the knowledge of bilingual individuals does not remain static throughout their lives and depends on events they may experience. Changing location, meeting or losing contact with whom that person can communicate in that language, and changing something specific to their reality can cause them to acquire or lose a language (Grosjean; Byers-Heinlein, 2018).

Maher (2007) points out that the uses of these languages will be defined according to the individual’s sociocultural context, the demands of their social reality, as well as the topic and discursive genre that is being used. These specificities will define whether their performance will be “better” successful in one language than in another, and this individual may even be able to use only one of these languages in certain communicative practices, but not in others.

The majority of deaf people are children of hearing parents (Almeida, 2021; Grosjean, 2010), which means that sign language is used more – if they have contact with this language – outside their home. Thus, it is often at school or in a context outside their home that they will have greater contact with sign language, which means that deaf people have greater contact with specific signs in these contexts, but not in the family context, for example. Regarding the bilingual status of the deaf, Grosjean (2010, p. 136) says “ they have a need for sign language as a means of communication among themselves (and with some hearing people), but also a need of the majority language for life outside the deaf community (extended family, work, etc.)”.

In Figure 1, Grosjean (2010) systematizes how the cognitive and social capabilities of deaf individuals develop better when they are exposed since birth to sign language. On the image, the thicker arrows demonstrate which language – in this case, sign language – has the most influence on the development of early communication, cognitive skills, social development, and knowledge of the world for the deaf.

The deaf are normally not only bilingual but also bicultural as they move between the hearing reality and the reality of the deaf community. Grosjean (2010, p. 137), when mentioning Grosjean (2008), uses three characteristics to define bicultural bilinguals, namely:

- (1) They take part, to varying degrees, in the life of two or more cultures.
- (2) They adapt, at least in part, their attitudes, behaviors, values, languages, etc., to these cultures.
- (3) They combine and blend aspects of the cultures involved. Certain characteristics (attitudes, beliefs, values, behaviors, etc.) come from the one or the other culture whereas other characteristics are blends based on these cultures.

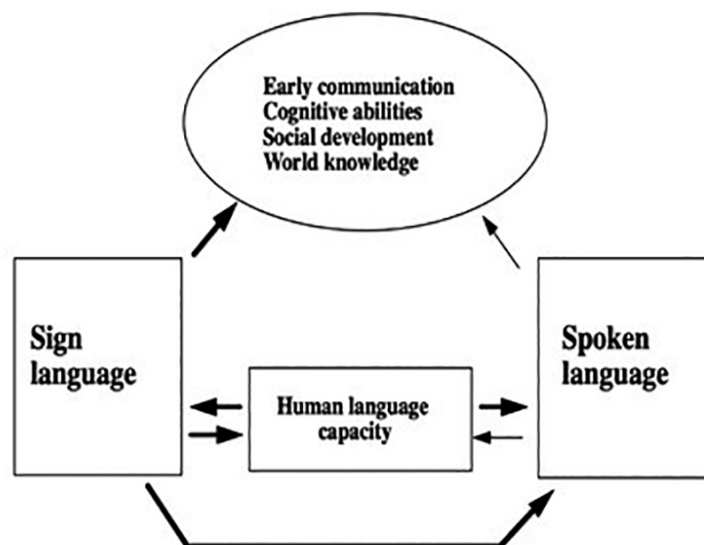


Figure 1 - The strong role of sign language (shown by thicker arrows) in triggering the Deaf child's Human language capacity and hence in helping in the development of the oral language

Source: Grosjean, 2010, p. 142.

In the first author's doctoral research (Almeida, 2023), one of the participants, during a discussion of the contents of biology, questioned what the signs of cousins and uncles meant. Until then, he only knew signs from people closest to his family nucleus, such as "father" and "mother". This shows that, even though he was discussing a topic that demands more "robust" knowledge, he did not know something simpler, such as family members' signs in Libras.

This confirms what is proposed by García (2009): the bilingual individual must be understood beyond a conception of balanced bilingualism. There is a heteroglossia in this process, considering that this individual is not composed of the monolingualism of their languages, but of their overlap; it is precisely in this process that translanguaging emerges. Lewis, Jones, and Baker (2012) when mentioning Li Wei (2011, p. 1223) define translanguaging as:

translanguaging is both going between different linguistic structures and systems, including different modalities (speaking, writing, signing, listening, reading, remembering) and going beyond them. It includes the full range of linguistic performances of multilingual language users for purposes that transcend the combination of structures, the alternation between systems, the transmission of information and the representation of values, identities and relationships.

For Rajagopalan (2022, p. 15):

Translanguaging (or, simply, languaging) is a theory-laden term. That much is for sure. It espouses a conception of language, not as a finished product fit for use by all and sundry (be they regular speakers or learners), but as something which is constantly being crafted and fine-tuned, indeed oftentimes tinkered with, even as its users go about using it.

Muniz and Ramos (2021, p. 183) recognize that “translanguaging brings an understanding of language in transit, which overcomes linguistic and, consequently, cultural borders”. This conception of language as a process is quite important, considering that the concepts of language and linguistic diversity have been given new meanings.

Concepts related to those who use two or more languages have also been given new meanings. Multilingualism, translanguaging, bilingualism, and plurilingualism are some examples. In the case of translanguaging, Severo (2020, p. 305) points out that: “this perspective focuses on linguistic practices that emerge from language (linguaging), understood as an agentive and creative action of subjects in the process of producing meanings”.

The concept of translanguaging, as Krause-Lemke (2020, p. 2075) shows us, not only refers to bilingual practices but also to a conception of language that goes beyond structural issues and that “values and recovers the knowledge of speakers in their linguistic practices and in favor of the construction of knowledge”. The articulations between different languages in the school context are considered and valued. For deaf people who are learning English, there will most likely be overlaps and influences in their written productions from the languages they already know. Most likely, when writing in English, they will transfer parameters from Portuguese and Libras, as identified in Almeida (2023).

Considering translanguaging does not mean renouncing and not bringing into the classroom issues related to the standard modality of the official language of a given country, but rather expanding the range of languages and possibilities of linguistic manifestations in the classroom. Nevertheless, the system that educates teachers and agents involved in educational spaces is often based on monolingual ideologies that teach little or nothing about how to deal with multilingual practices (Severo, 2020).

Due to this reason, more discussions are needed in initial and continuing teacher training courses, so it will be possible to observe these multi/plural/translanguaging phenomena from another perspective. Throughout our careers as teachers and researchers, we witnessed several practices/talks of professionals who had little knowledge of the linguistic plurality we experience in our country. When dealing with deaf students, for example, they did not know how to deal with students’ translingual practices, which caused frustration on both sides. Yet, translanguaging emerges as a praxeology that “problematizes the notion of language, the notion of monolingual and bilingual speaker, as well as the role of languages in school and teacher training” (Krause-Lemke, 2020, p. 2083) and can significantly contribute to the formation of these individuals.

The Brazilian deaf, a linguistic community used in this research, have Libras as their natural language and researchers (Quadros, 1997; Fernandes, 2006; Reis; Moraes, 2020; Moraes; Barros, 2020) and official documents (Brasil, 2005; Brasil, 2020) indicate the use of this language as a means of communication for sharing content, experience, and discussions in the classroom. However, strategies must be designed so that this

language is used qualitatively in the classrooms, and it will be possible for TILSP to carry out translations and interpretations of the most varied contents of the curriculum and make them effectively accessible to these students. Concerning the education of deaf people, Muniz and Ramos (2021) point out that even if there is a TILSP in the classroom, the presence of this professional does not guarantee significant learning for these individuals, and what they experience in the class often do not reveal the paths of language as social practice.

It is important to emphasize that “multilingualism, linguistic rights, diversity, and legitimacy are not fixed and immutable, but vary according to social, political, historical and cultural contexts” (Severo, 2020, p. 309). We reinforce Krause-Lemke’s (2020) perception when stating that translanguaging can help to create teaching strategies and teacher training in multilingual contexts. More than a concept, corroborating Wei’s (2017) perspective, we believe that translanguaging should be seen from the perspective of a “practical theory”, bringing practicality to its application.

In the case of the bilingual context with deaf people, translanguaging practices can occur in both written and signed languages, with reading, writing, and signing involved in this process (García, 2009a *apud* Lewis; Jones; Baker, 2012). Muniz and Ramos (2021, p. 183-184) point out that

a linguistic education for the deaf finds in the idea of translanguaging an epistemic conception that respects the plurality of social and cultural meanings related to language practices present in many plurilingual classrooms, as well as outside them, based on the experiences of deaf individuals who use Libras as a first language.

Discussions related to translanguaging help us to remember that there is a hierarchical relationship between languages, especially in plurilingual contexts (Krause-Lemke, 2020, p. 2096), if we consider that “it is through language that access to knowledge is provided and also the development of the speaker’s identity and social insertion”. Professionals and agents involved in this language acquisition process must be knowledgeable and able to contribute and explore the potential of their students in this field. In light of what Muniz and Ramos (2021, p. 187) propose, writing is “a dialogical space, from a Bakhtinian perspective, as a concrete and situated manifestation of language”. A reality that intensifies in the case of deaf students, considering that writing is the most common modality of the country’s oral language that they usually use in their communication exchanges and learning experiences at school. Such considerations show us that there are many specificities during language acquisition, whether additional or not.

Furthermore, the perceptions of these individuals regarding their learning are paramount, as they can enable a broader and more holistic understanding of the (un)successes, doubts, desires, and suggestions of those who should be the protagonists in the process of teaching and learning; students. As we discuss in the next section.

The perception of two deaf students about their English language acquisition

In this research step, the first author applied semi-structured questionnaires that had questions regarding training, perception, knowledge, and experiences in teaching and learning English by deaf people with two deaf students. The students use Libras to communicate, take English classes, and are enrolled in Elementary and High School at a public school in Recife, Pernambuco. The students and their mothers signed Consent Forms (TCLE/TALE) to participate in the study. To preserve their identities, we use the pseudonyms of the colors Purple and Blue to identify them.

Purple and Blue started studying English in the 6th grade of Elementary School. Purple claims to have little knowledge of the language and Blue says she learned it “more or less”. Blue started acquiring Libras when she was 3, while Purple started when she was 10. It is important to mention that the late acquisition of Libras makes the process of acquiring knowledge by deaf students slower and leaves them at a disadvantage compared to other students. Therefore, there must be early monitoring and intervention, so their educational development is not negatively affected. According to Grosjean (2010, p. 143):

Knowing sign language is a guarantee that deaf children will have mastered at least one language in their youth. As stated earlier, despite considerable effort on the part of deaf children and of the professionals that surround them, and despite the use of various technological aids, it is a fact that many deaf children have great difficulties producing and perceiving a spoken language in its auditory modality. Having to wait several years to reach a satisfactory level that might never be attained, and in the meantime denying the deaf child access to a language that meets his/her immediate needs (sign language), is basically taking the risk that the child will fall behind in his/her development, be it linguistic, cognitive, social, or personal.

As mentioned by Purple’s mother, Purple did not use to interact with other children and teenagers, and she was always very unquiet and had some crises in the classroom. Perhaps one of the possible justifications for these events was the fact that the student lately acquired Libras, which made it more challenging for her to communicate with other people effectively. As Swanwick (2017, p. 7) argues:

Deaf children have varied language experiences in terms of their exposure and access to sign and spoken languages and therefore diverse language repertoires. This is not to underplay the fact that the acquisition of fluent sign and/or spoken language skills is problematic for many deaf children but to emphasize the linguistic heterogeneity among this group.

Purple and Blue claim to have no contact with English outside of school. When asked about their difficulties and ease with Portuguese and English, Purple mentioned that it is difficult “because the text in

Portuguese is different from the text in English” (Purple). Blue stated that “words are easy, but texts are difficult” (Blue). We noticed that usually the students needed help when the first author presented them with texts that were longer than the ones they were used to. It shows that one strategy might be to split long texts/activities into smaller parts, so students might feel more confident while reading, writing, or answering a task. It does not mean we will completely remove long texts from the classroom, however, splitting long tasks/texts might engage students, mainly when they have more difficulties.

When the students were asked about what the best way would be to learn English, Purple and Blue mentioned using and exploring images and visuality. Blue exemplifies this by stating that: “the teacher can use the image and the word in Portuguese and then the writing in English. In the case of a ball, for example, show the image of the ball and the writing in Portuguese of the ball and then in English so we can learn written English” (Blue). Regarding the acquisition of writing by deaf students, Swanwick (2017, p. 9) states that it is important

the repertoire of skills involved that include reading, comprehension, analysis and the ability to use one language to talk about another and how this combination of processes facilitate learning. Of course this type of translanguaging process is common to other (spoken) bilingual learning contexts with the difference that deaf learners are working across two modalities. This practice is crucial for deaf learners for whom the written form of the target information may be more readily accessible than the spoken form.

Furthermore, both participants stated that TILSP also need to know English so they will be able to translate more clearly for deaf students. Blue also mentioned that, as the TILSP who accompanies her has not mastered English, it is more difficult for her to understand what the English teacher is proposing and explaining. Purple said that the TILSP who accompanies her has knowledge of English and it makes the learning process easier for her. The statements of Blue and Purple reinforce what we mentioned in previous research (Almeida, 2021; Almeida; Moraes, 2024): it is important to invest and make more reflections on the training of TILSP, as they are in charge of translating and interpreting different contents in the classroom. If they are not well prepared, there might be some inconsistencies throughout and it is the responsibility of the institutions, government, and schools to provide the appropriate training for them.

When the first author asked Blue and Purple if they believed that learning written English was difficult, Purple mentioned that she “finds it difficult to write words in English” (Purple), Blue points out that she does not find it difficult, but she forgets words very quickly. During the period in which the students were accompanied, we noticed they had not had difficulties with copying, probably because both languages use the

same alphabetic system, and they were already literate in Portuguese. However, we noticed that when asked to write something without any previous model, they ended up having more difficulty and, sometimes, gave up. Therefore, it is important to understand that “shifting attention from language to languaging in deaf education immediately brings a perspective that emphasises how language is used to mediate learning, rather than what language or form of communication is used” (Swanwick, 2017, p. 7-8).

It is necessary to think about the linguistic education of deaf people in English from a plural perspective, which has linguistic diversity and goes beyond the simple exposure to the morphosyntactic aspects of the English language. It is also paramount to carry out activities that help these students to effectively understand the content. We corroborate Johnson (2004) that teaching with the support of speech genres is an option that can bring positive results for these students. In the case of deaf people, we advocate that the use of Portuguese, English, Libras, and even American Sign Language (ASL) can bring positive results to their language acquisition. However,

there are very few educational institutions for the deaf that are taking a step beyond bilingualism to think of themselves in pluri/translingual terms. We understand that current legislation fully supports this path, the challenge is to be able to free ourselves from practices that have become tradition and that do not help us move forward and take on the new challenges that theoretical, methodological, and political developments cause us (Peluso, 2023, p. 48).

We encounter a barrier in this process due to the lack of professionals who have this type of plurilingual/translingual training, mainly because it is a topic that began to be discussed recently within studies of deaf education. Yet, considering translanguaging in the classroom seems to be a successful process when applied with deaf students. Purple and Blue, for example, mentioned that Libras and Portuguese help in English learning. For Purple, “Portuguese helps at times, but little”. Blue points out that knowing the words in Portuguese and the signs in Libras helps, as she can “make relationships between the languages”. Also, we observed that they sometimes mixed words in order to successfully do a proposed task, which can be called a translanguaging practice.

As we believe that the opinions and perceptions of individuals who are acquiring an additional language are extremely important for the success of this process, the first author asked Blue and Purple for advice for deaf students who wish to learn English. Both students mentioned that the help of a hearing colleague can facilitate this process. Purple states that “the help of a hearing friend helps a lot”, Blue mentions that they make learning easier because they usually have more command of the English language than deaf people. In this case, students use scaffolding (Wood; Bruner; Ross, 1976) as a learning strategy. They use

the support of an individual with more knowledge in a given area, in this case, English, to help them develop linguistically and resolve their doubts. The scaffolding provides both the opportunity for the exchange of inputs between learners and the opportunity to expand the learner's knowledge (Johnson, 2004).

In the writing process for example, we mediate our own internal thoughts and ideas to produce an external written product. A dialogue takes place within ourselves and the product (the written texts) is the result and the expression of this languaging. Common to all of these different forms of languaging is the dialogic activity that takes place, with other learners, peers, teachers, or internally (Swanwick, 2017, p. 8).

The students' recognition of others in acquiring knowledge signals that the sociocultural and dialogical perspective proposed by Johnson (2004) can be applied to solve issues related to the acquisition of additional languages by deaf people. In addition to help from other students, the use of digital tools was also mentioned by Purple and Blue. Purple mentioned YouTube and the use of videos and Blue mentioned the use of games. Blue even remembered the day she used Kahoot! in one of our activities and mentioned "that way it was much easier to learn, it helps a lot" (Blue).

Based on the interviews carried out with the students and the observations the first author was able to carry out during his doctoral research (Almeida, 2023), it was possible to see that there is an interest on the part of the students in learning English. During our interactions, the students always seemed engaged and made use and correlations between Portuguese, English, and Libras, which signals that translanguaging can be a positive response to the acquisition of written English by Brazilian deaf.

Final remarks

The acquisition of additional languages is characterized as a complex phenomenon that is full of details that must be considered by the agents involved in this process, a context in which the realities and specificities of the students must play a major role. In this study, we aimed to analyze the conceptions of two deaf students enrolled in public schools in Recife, Pernambuco, about teaching English to the deaf.

From the generated data, it was possible to observe that deaf students are interested in learning English, however, some adjustments need to be made to better accommodate them in English classes. In the case of Brazilian deaf students, for example, it is important to understand that their comfort language, Libras, is not an oral-auditory language, that there are often difficulties in using Portuguese, and that throughout their educational trajectories, many of them were not encouraged to learn another additional language besides Portuguese. Details that might affect their responses in the classroom. Translanguaging is a reality in their English productions as they use and mix the languages they already know with the ones they are learning, such as Portuguese, Libras, and English.

This indicates that more training regarding translanguaging should be carried out in initial and continual education so the professionals, whether teachers or TILSP, will have some understanding of this phenomenon. This must be aligned with the teaching strategies used with the deaf students, so it will be possible to integrate them more effectively into English language classes.

The clarifications carried out so far show that there is still a long way to go toward building an educational system that is, indeed, inclusive. In this sense, educational spaces must offer, as Kassir (2011) points out, access and permanence for students with disabilities and to offer, when necessary, specialized educational assistance to complement or supplement school assistance. Paraphrasing Mendes (2006), it is difficult to improve our schools and society if differences continue to be systematically excluded from these spaces. It is necessary that, like any other student, deaf students have access to content and materials available in society and at school so that they can have their potential explored and their knowledge of the world expanded.

References

ALMEIDA, Matheus Lucas de. *TDIC no ensino de língua inglesa: possibilidades na educação de surdos*. Dissertação (Mestrado Profissional em Linguística e Ensino) – Programa de Pós-Graduação em Linguística e Ensino, Universidade Federal da Paraíba, João Pessoa, 2021.

ALMEIDA, Matheus Lucas de. *Writing in English: tecendo reflexões acerca do ensino e da aprendizagem de língua inglesa para surdos*. Tese (Doutorado em Ciências da Linguagem) – Programa de pós-graduação em Ciências da Linguagem, Universidade Católica de Pernambuco, Recife, 2023.

ALMEIDA, Matheus Lucas de; MORAES, Antonio Henrique Coutelo de. Práticas de tradutores e intérpretes de libras-português em aulas de língua inglesa durante a pandemia da COVID-19. *Fórum Linguístico*, 2024.

BARBOSA, Alexsandra dos Santos; FREIRE, Bruno Pinto; MEDEIROS, Jarles Lopes de. A aprendizagem e o desenvolvimento do surdo na perspectiva sociointeracionista de Lev Vigotsky. *ID on line. Revista de psicologia*, v. 12, n. 40, 2018.

BASONI, Fabiany Corrêa; WITCHES, Pedro Henrique. Políticas linguísticas para surdos em países lusófonos. *Linguagem & Ensino*, Pelotas, v. 23, n. 4, p. 1340-1358, out.-dez. 2020.

BASTOS, Pedro Augusto de Lima; PESSOA, Rosane; FERREIRA, Fernanda; SOUSA, Laryssa Paulino de Queiroz. Ensinando para a

incerteza da comunicação: O desafio de distanciar a educação linguística e a formação docente das ideologias modernas de língua. In: PESSOA, Rosane Rocha; SILVA, Kleber Aparecido da; FREITAS, Carla Conti de (org.). *Praxiologias do Brasil Central sobre educação linguística crítica*. 1ed. São Paulo: Pá de Palavra, 2021. p. 25-46.

BRASIL. *Base Nacional Comum Curricular: ensino médio*. Brasília: MEC/Secretaria de Educação Básica, 2018.

BRASIL. *Base Nacional Comum Curricular*. Versão final. Brasília: Ministério da Educação, 2017. Disponível em: <http://basenacionalcomum.mec.gov.br/abase/>. Acesso em: 02 dez 2020

BRASIL. Decreto nº 5.626, de 22 de dezembro de 2005. 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. Diário Oficial da União. Disponível em: http://www.planalto.gov.br/ccivil_03/_Ato2004-2006/2005/Decreto/D5626.htm. Acesso em: 26 out. 2018.

BRASIL. Diretrizes Curriculares Nacionais para a Educação Plurilíngue. Brasília: Conselho Nacional de Educação, 2020. Disponível em: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=1568_61-pceb002-20&category_slug=setembro-2020-pdf&Itemid=30192. Acesso em: 10 nov. 2023.

CALVET, Louis-Jean. *As políticas linguísticas*. São Paulo: Parábola Editorial; IPOL, 2007.

CORREA, Djane Antonucci; GUTHS, Taís Regina. Por um constante repensar de nossas visões sobre língua: revisitando o conceito de política linguística. *L&S Cadernos de Linguagem e Sociedade*, v. 02, p. 140-159, 2015.

FERNANDES, Sueli. *Práticas de letramento na educação bilíngue para surdos*. Curitiba: SEED, 2006.

GARCÍA, Ofelia. *Bilingual Education in the 21st Century: A Global Perspective*. Malden; Oxford: Wiley; Blackwell, 2009.

GROSJEAN, François. *Bilingual: life and reality*. Cambridge, MA: Harvard University Press, 2010.

GROSJEAN, François. Bilingualism: A short introduction. In: GROSJEAN, François; LI, Ping (ed.). *The psycholinguistics of bilingualism*. Hoboken, NJ: John Wiley & Sons, 2013. p. 5-25.

GROSJEAN, François; BYERS-HEINLEIN, Krista. *The listening bilingual: speech perception, comprehension and bilingualism*. New Jersey: John Wiley & Sons, 2018.

JOHNSON, Marysia. *A philosophy of second language acquisition*. London: Yale University Press, 2004.

KASSAR, Mônica de Carvalho Magalhães. Educação especial na perspectiva da educação inclusiva: desafios da implantação de uma política nacional. *Educar em Revista (Impresso)*, v. 41, p. 61-79, 2011.

KRAUSE-LEMKE, Cibeles. Translinguagem: uma abordagem dos estudos em contexto estrangeiro e brasileiro. *Trabalhos em Linguística Aplicada*, v. 59, p. 2071-2101, 2020.

LEITE, L. S.; CABRAL, T. B. Educação de surdos e colonialidade do poder linguístico. *Letras & Letras*, v. 37, n. 2, p. 425-444, 2021.

LEWIS, Gwyn; JONES, Bryn; BAKER, Colin. Translanguaging: developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, v. 18, n. 7, p. 655-670, out. 2012.

LOTHERINGTON, Heather. Bilingual Education. In: DAVIES, Alan; ELDER, Catherine. *The handbook of applied linguistics*. Malden: BlackWell Publishing, 2004. p. 697-716.

MAHER, Terezinha Machado. Do casulo ao movimento: a suspensão das certezas na educação bilíngue e intercultural. In: CAVALCANTI, M. C.; BORTONI-RICARDO, S. M. (org.). *Transculturalidade, linguagem e educação*. Campinas: Mercado de Letras, 2007, p. 67-94.

MENDES, Enicéia Gonçalves. A radicalização do debate sobre inclusão escolar no Brasil. *Revista Brasileira de Educação*, v. 11, n. 33, set./dez. 2006.

MORAES, Antonio Henrique Coutelo; BARROS, Solange Maria de. Políticas linguísticas e ensino de inglês para surdos. *Revista Diálogos (REVDIA)*, v. 8, p. 207-218, 2020.

MUNIZ, Valéria Campos; RAMOS, Danielle Cristina Mendes Pereira. Educação linguística no contexto de graduandos surdos: contribuições dos estudos decoloniais e de translinguagem. *Pensares em revista*, v. 22, p. 181-201, 2021.

PELUSO, Leonardo. Educación de los sordos: desde la normalización al plurilingüismo. *Revista Linguagem & Ensino*, Pelotas, v. 26, n. 1, jan-abr. 2023.

PESSOA, Rosane Rocha; BORELLI, Julma D. Vilarinho Pereira; SILVESTRE, Viviane Pires Viana. Speaking properly: language conceptions problematized in English lessons of an undergraduate teacher education course in Brazil. *Ilha do Desterro*, v. 71, p. 81-98, 2018.

PICONI, Larissa Bassi. A educação de surdos como uma importante esfera das Políticas Linguísticas para a Língua Brasileira de Sinais: o Decreto nº 5.626/05 em foco. *Revista Educação Especial*, v. 32, p. 1-28, 2019.

QUADROS, Ronice Müller de. *A educação de surdos: a aquisição da linguagem*. Porto Alegre: Artes Médicas, 1997.

QUADROS, Ronice Müller de. Políticas Lingüísticas e a Educação de Surdos no Brasil. In: CONGRESSO INTERNACIONAL DO INES, 5., 2006, Rio de Janeiro. Anais do Congresso: Surdez, família, linguagem e educação. Rio de Janeiro: INES, 2007. v.1. p. 94-102.

RADAELLI, Maria Eunice. Contribuições de vygotsky e bakhtin para a linguagem: interação no processo de alfabetização. *Revista Thêma et Scientia*, v.1, n. 1, p. 30-34, 2011.

RAJAGOPALAN, Kanavillil. Política Linguística: do que é que se trata, afinal? In: NICOLAIDES, Christine et al. (org.) *Política e Políticas Linguísticas*. Campinas: Pontes Editores, 2013. p.19- 42.

RAJAGOPALAN, Kanavillil. The very concept of language contact in light of contemporary interest in translanguaging. *Cadernos De Estudos Linguísticos*, v. 64, e022024-20, 2022. DOI: 10.20396/cel.v64i00.8667525

REIS, Marlene Barbosa de Freitas, MORAIS, Isadora Cristinny Vieira de. Inclusão dos surdos no Brasil: do oralismo ao bilinguismo. *Revista UFG*, v. 20, n. 26, 2020.

RIBEIRO, Gilmar; BERTONHA, Giovanna; CASTRO, Juliana Nagaoka de. Política linguística voltada para surdos no Brasil: reflexões sobre os domínios familiar e escolar. *Revista Gatilho*, UFJF, v. 18, p. 211-230, 2020.

SEVERO, Cristine Gorski. Unesco e a educação multilíngue: revisões e problematizações. *Travessias interativas*, n. 22, p. 295-312, 2020.

SILVA, Alan David Sousa; COSTA, Edivaldo da Silva; BOZOLI, Daniele Miki Fujikawa; GUMIERO, Daniela Gomes. Os sistemas de escrita de sinais no Brasil. *Revista Virtual de Cultura Surda e Diversidade*, v. 1, p. 01-30, 2018.

SILVA, Nunes Xavier da; ALBUQUERQUE, Francisco Edviges. Políticas linguísticas e os grupos minoritários em Aruanã-Go. *Revista Digital de Políticas Lingüísticas*, a. 13, v. 13, nov. 2020.

SOUZA, R. R.; PEREIRA, A. L. Repensando o ensino de língua inglesa por meio do letramento crítico sob o viés da afetividade. In: PESSOA, Rosane Rocha; SILVA, Kleber Aparecido da; FREITAS, Carla Conti de

(org.). *Praxiologias do Brasil Central sobre educação linguística crítica*. 1. ed. São Paulo: Pá de Palavra, 2021. p. 135-152.

SOUZA, Ricardo Augusto de. *Segunda língua: aquisição e conhecimento*. São Paulo: Parábola, 2021.

SWANWICK, Ruth. Translanguaging, learning and teaching in deaf education. *International Journal of Multilingualism*, v. 14, n. 3, p. 233-249, 2017.

THOMA, Adriana da Silva et al. *Relatório sobre a Política Linguística de Educação Bilíngue – Língua Brasileira de Sinais e Língua Portuguesa*. Brasília: MEC/SECADI, 2014.

TRIVIÑOS, Augusto Nivaldo Silva. *Introdução à pesquisa em ciências sociais*. São Paulo: Atlas, 1987.

UNITED NATIONS. The 17 goals. *Sustainable development*, 2015. Disponível em: <https://sdgs.un.org/goals>. Acesso em: 20 mai. 2024.

WEI, Li. Translanguaging as a Practical Theory of Language. *Applied Linguistics*, v. 39, n. 1, p. 09-30, out. 2017.

WOOD, David; BRUNER, Jerome S.; ROSS, Gail. The role of tutoring in problem solving. *Child Psychology & Psychiatry & Allied Disciplines*, v. 17, n. 2, p. 89-100, 1976.

Translinguagem, educação (não) inclusiva e políticas linguísticas: reflexões sobre o ensino de inglês no Brasil a partir da perspectiva de duas alunas surdas

RESUMO:

Discussões e estudos sobre aquisição de línguas adicionais têm ganhado considerável visibilidade na agenda acadêmica e nos espaços educacionais. Contudo, a realidade brasileira ainda impõe dificuldades ao processo de ensino-aprendizagem de línguas adicionais por estudantes surdos. Nesse sentido, este artigo tem como objetivo analisar as concepções de duas alunas surdas matriculadas em escolas públicas do Recife, Pernambuco, sobre o ensino de inglês para surdos. Para tanto, baseamos nossas discussões em Calvet (2007), Wei (2017), Barbosa, Freire e Medeiros (2018), Souza (2021), Almeida (2021, 2023) e Almeida e Moraes (2024), entre outros. Com o intuito de compreender significados, motivos, crenças e valores relacionados à aquisição da língua inglesa por alunos surdos do ensino fundamental e médio, esta pesquisa é descritiva qualitativa, segundo Triviños (1987). Os resultados apontam para o fato de que ainda há um longo caminho a percorrer para a construção de um sistema educacional que seja, de fato, inclusivo - tanto no sentido das políticas linguísticas e educacionais como das praxeologias -, e que os espaços educacionais devem oferecer acesso e permanência para alunos com deficiência, além de atendimento educacional especializado para complementar ou suplementar a assistência escolar quando necessário.

PALAVRAS-CHAVE: *Ensino de língua inglesa, Políticas linguísticas, Educação inclusiva, Translinguagem, Surdos.*