

# RETEXTUALIZATION AS A PRACTICE IN SPEECH LANGUAGE THERAPY WITH DEAF INDIVIDUALS

## *A retextualização como prática nas terapias fonoaudiológicas com sujeitos surdos*

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### ABSTRACT

The use of retextualization resources is a helpful way to let deaf individuals to produce textual writing gender according to orthographic and grammatical Portuguese conventions. In this way, this work aims to discuss the retextualization processes used as a practice in speech language therapy group sessions as a way for this population to make use of writing Portuguese language. In this research there are writing samples wrote by 8 deaf individuals that use sign language and writing Portuguese language. These papers were produced in group sessions, with deaf individuals, a speech language therapist and other professionals. The deaf individuals at first produced the samples in sign language, after that, they commented and discussed and afterwards the samples were retextualized through writing language. After the retextualization, deaf individuals were asked to read the texts and if it was necessary modify it. Following that, the deaf individuals and the professionals read the text again and retextualizes it in a final writing version. In the analyzed texts the retextualization operations used with more frequency were: syntactic rebuilds, rebuilt some structures to make the sentences inside the language rules, and stylistics treatment selecting new syntactic and lexical structures Through retextualization processes, deaf individuals start to consider Portuguese writing language and its social function, using this modality of language with more disposition and confidence.

**KEYWORDS:** Speech, Language and Hearing Sciences; Deafness; Handwriting

### ■ INTRODUCTION

Advances in education have highlighted the need to address the social practices of reading and writing so that people can make meaningful use of this type of language in different contexts in which they are inserted.<sup>1</sup> In this perspective, the social concept of literacy, postulated in Brazil<sup>2</sup>, has been the guide for studies and practices directly related to the processes of appropriation of reading and

writing both in education, as well as in health, far removed from the concepts based only on decoding and encoding activities to develop basic skills in reading and writing.

Literacy<sup>2</sup>, then, is the effective and competent exercise for the technology of writing, involving the act of reading and writing to meet various social goals, i.e., with the role to inform, tell stories, draw up a request, have fun, guide, and disseminate knowledge, among others. Alphabetization is the domination of the technology for reading and writing. In other words, alphabetization is the process by which one acquires the written code, making relationships between letters and sounds, learning how to write, mastering spelling rules. It is a fact that there is a connection between literacy and alphabetization. However, although the phenomenon of

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literacy has a strong relationship with alphabetization, these processes are not to be confused with one another.

Studies relating the process of literacy for deaf children are still in the early stages<sup>3</sup> and need to be developed from comprehensive criteria, able to unite cognitive, social, and cultural aspects involved in the appropriation process for writing. In this way, we must take into consideration that factors contributing to the difficulties of the deaf with language in the written form such as the lack of linguistic and literary exposure that deaf children experience daily<sup>4</sup>. Some studies<sup>4,5</sup> claim that deaf children do not develop the written form of their dominant language at an appropriate age. However, for this to occur, one must consider that social interaction and promoting actions for significant literacy practices among deaf children, their parents, friends, and teachers are fundamental<sup>6-8</sup>.

A Brazilian study<sup>9</sup> that analyzed writing samples from deaf children and adolescents during speech-language therapies demonstrated that the subjects can learn to use the resources of the Portuguese language and referencing strategies, as long as they interact with partners who are proficient in the use of both Portuguese and sign language.

Regarding language clinics, the research<sup>8,10,11</sup> shows that the interactive process established between the subject who seeks out the clinic and the speech-language pathologist is critical, and that the appropriation of language in the written form depends on an inter-linkage between the subject and the therapist. It is through these interactions, guided by a discursive vision of the language, that subjects can use writing significantly and present changes in their relationship with this linguistic reality.

It is understood, then, that the speech-language pathologist is the professional qualified to work with the Portuguese language in its written form, developing activities through which it is possible for deaf people to reflect, discuss, and give opinions, enabling the language to be vibrant and discursive.

Thus, individual and group speech-language therapies<sup>12</sup> make the emergence of processes conducive to the development of the language as well as the subject. Care that focuses on partnerships, encouraging the building of relationships between its members, enables the possibility of a significant listening environment, flexibility of roles and positions, and recognition of the differences between the self and the other. Following this path, using speech-language therapy that considers language to be an interpersonal, uninterrupted action, it is possible that the subjects involved in this action with the other, and about the other, they

acknowledge their differences, realize their possibilities, and resignify their difficulties.

Assuming, therefore, that the subject constitutes himself through language, through interaction with the other, and that language is a constitutive activity of the subject<sup>13</sup>, it means that to study the activity of language, one must take into account its historicity, the subjects, and the social context in which they are inserted.

Under these conditions, the language itself and its structure is not the only thing to be considered. In other words, no one understands language as a set of immanent signs, enclosed on themselves, leaving the subject to the passive recording of this ready and finished code. Rather, it is understood that the subject and language are unfinished, unfinished and, therefore, in permanent constitution from actions that the subject takes about the language, and, in the same manner, in which the subject takes from the language's actions, extrapolating the meaning of abstract grammatical categories. Language, therefore, can only be effectively considered from its concrete use in an organized social environment. It is in its concrete use that utterances strengthen the sense of dialogical relationships<sup>13</sup>, recognizing the complex system of relationships between socially organized people, and not only the relationships between phonemes, graphemes, and syntactic structures disconnected from a sense that can only be found in the interlocutory relationship.

Whereas most of the written texts produced by the deaf are off the standard norm of the Portuguese language, the speech-language therapist becomes a key partner to work on this process of appropriation of the Portuguese language in the written form as a second language. Therefore, this professional may consider as relevant to their work resources provided by retextualization activities. This is perceived as essential for the deaf to understand the differences and similarities between sign language and Portuguese language and for their writing to approach the standard norm of the written language.

The use of the Portuguese language outside the standard norm often compromised the coherence of the text, therefore, retextualization is an important resource so that the texts may produce a meaningful effect<sup>14</sup>. To work with the deaf, texts written during speech-language group therapy use retextualization as a dependent process of complex operations that affect the language, open systematization, the sense of a textual production, while highlighting a number of aspects of the oral-written relationship as well as the written-written relationship.<sup>15</sup> Starting with the retextualization process means that the formal aspects of the language can be worked on,

as well as the dialogic aspects, organizing of oral and written texts according to various textual genres.

The purpose of retextualization depends on the finality of a transformation<sup>15</sup>, which can be done either by the producer of the text or another person. Generally, when the author himself retextualizes, the changes are much more drastic. When someone else retextualizes the text, the tendency is to be faithful to the original, which will result in fewer changes in the content, although there may be more significant interventions in the form.

Some authors<sup>15-17</sup> claim that retextualization interferes with both the form and substance of expression, as well as content. They warn that this process involves operations that show the social functioning of language and the changing of a passage of text should not be followed like a recipe.

To guide retextualization practices, it is worth noting that one model<sup>15</sup> was used during speech therapy group sessions, in which nine operations

were adopted, which will be shown in Diagram 1 below, and were divided into two groups:

- I. actions that follow regulation and idealization rules (covering actions 1-4) and are based on insertion and deletion strategies;
- II. actions that follow transformation rules (covering actions 5-9 and special actions) and are based on replacement strategies, selecting, adding, reordering and condensation.

The first four operations are the most common strategies. To perform a retextualization it is not necessary to use all the operations and or that the order proposed is followed. Diagram 1 shows a model of textual-discursive operations<sup>15</sup>.

It is with this focus that this paper aims to discuss the retextualization process used as a practice in speech-language therapies in a group of deaf people as a means for these subjects to appropriate the Portuguese language in its written form.

<p><b>1st Operation:</b> Elimination of strictly interactional punctuation marks, hesitations and word parts (elimination strategy based on linguistic idealization)</p> <p><b>2nd Operation:</b> Introduction of punctuation based on intuition provided by the intonation of speech (insertion strategy in which the first attempt follows the suggestion of prosody)</p> <p><b>3rd Operation:</b> Withdrawal of repetitions, reduplications, redundancies, paraphrases and first-person pronouns (elimination strategy for linguistic condensation)</p> <p><b>4th Operation:</b> Introduction of detailed paragraphing and punctuation without modification of the order of discourse topics (integration strategy)</p> <p><b>5th Operation:</b> Introduction of metalinguistic marks for referencing actions and verbalization of expressive contexts for indexicals (reformulation strategy aiming at explicitness)</p> <p><b>6th Operation:</b> Reconstruction of truncated structures, agreement, syntactic reordering, chains (reconstruction strategy on the basis of written rules)</p> <p><b>7th Operation:</b> Treatment with stylistic selection of new syntactic structures and new lexical choices (replacement strategy aimed at greater formality)</p> <p><b>8th Operation:</b> Reordering topical text and reorganization of argumentative sequence (argumentative structuring strategy)</p> <p><b>9th Operation:</b> Grouping arguments to condense ideas (condensation strategy)</p>
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**Figure 1 - Model of textual-discursive operations in the passage of oral text to written text**

## ■ CASE PRESENTATION

This study was approved by the research ethics committee of the Evangélica Beneficente Society of Curitiba under number 8910/11 and was supported by a Productivity Research Grant, CNPq 302721/2010-0. In addition, all participants signed an consent and waiver form, consenting to the use of their texts and images for research purposes.

Eight deaf subjects between 14 and 23 years of age participated. Data were collected from August to December 2011, during speech-language group therapy sessions. These therapy sessions occurred weekly for a period of two hours each. All participants had profound bilateral hearing loss, used Brazilian sign language (LIBRAS), and used lip reading. In addition, all group participants were children of hearing parents. One was in high school, four had completed high school, one was attending

college, and two had completed college. It should be noted that one of the criteria to participate in the speech therapy group was to be enrolled in or to have completed high school, since the hypothesis is that, by this time, the participants had already participated in literacy practices.

During the group meetings, four university researchers were present: a speech-language pathologist, a faculty member of the undergraduate program in Speech-Language Pathology and the Master's and Doctorate Course, who coordinated the group; a psychologist, student in a Doctoral Program; an educator, student in the Masters Program; and one undergraduate student in the Speech-Language Pathology course. It is noteworthy that all possess proficiency in sign language, and the last three are LIBRAS interpreters.

All sessions were videotaped and transcribed. In addition, the records containing daily goals and strategies used, as well as the observations made by the researchers were all recorded in a separate notebook.

To prioritize the interactive nature of the language we used different types of writing, among these were newspaper articles, comic strips, films, autobiographical stories, stories about famous deaf people, and movie reviews, among others. Working with different types of writing was emphasized as being a social production of discourse genres have form and how they form and enable the realization of the enunciation activities.

In all meetings emphasis was placed on writing in meaningful contexts in which subjects were able to internalize the Portuguese language and realize its functionality. All interactions that occurred at the meetings were in LIBRAS or written Portuguese.

During the meetings, the Portuguese language in the written form was produced by means of two strategies:

1. The researchers brought written materials to the meetings (stories, newspapers, books, videos) and participants were encouraged to read. Participants read individually, in pairs, or in threes and asked for help, especially with respect to the vocabulary of the Portuguese language, one of the researchers provided the explanation via LIBRAS. After reading and understanding the texts, the participants were asked to produce something in writing about what they had read.
2. Researchers and group participants talked about topics of interest and, after discussion, the participants wrote about the topics discussed.

In all sessions, written Portuguese was emphasized in meaningful contexts. During the meetings many writing samples were produced, but for this

article, only by way of illustration, we chose to examine three of them.

Note that each sample went through a process of joint construction of the text, which sometimes lasted more than one therapy session. In this context, after the end of each sample, the researchers requested that the writers re-read their texts and to make changes were they thought necessary. After this step, the researchers put the texts into the computer and projected the writing on a large screen. So, as a last step, researchers and participants, together, read each text and retextualized them into a final written version, trying to change as little as possible of the original text.

During this process of reinterpretation, researchers and the group asked the participants by means of sign language about what they did not understand in the writing samples. Each participant, pair or group of three, explained the idea and the whole group, talked about the text, filled in missing information, modified truncated structures, added punctuation, finally, approaching the Portuguese standard for written text, reconstructing meanings that brought the reader and the author closer.

The work consisted of the retextualization of a text in Portuguese, using the ideas of the authors and the researchers', and other participants', knowledge of the language. This activity became critical because it is the mediation that will allow the subject to grow, because every time he reads, he can see other choices of strategies to say what he has to say<sup>17</sup>.

It should be noted that this work was only possible because the subjects and the researchers could communicate in LIBRAS.

For analysis, the three selected texts will be used in tables so that the reader has access to the differences between the original text and the group-made retextualized text, and the operations performed by the group and the researchers. Thus, the original text is presented in full, with numbering for the lines and vertically; the retextualization is shown in the column with a specific number and vertically; operations and analysis are presented in four columns divided according to the need of those who retextualized the text. Thus, these columns indicate the type of operation, and the three other kinds of observed phenomenon, i.e., deletion, substitution, or addition/ change.

## ■ RESULTS AND DISCUSSION

Sample Text 1 was produced by two subjects working together (one subject was 14 years old and the other was 23) during a therapy group. On this day, researchers were talking to the group about the

description style of writing, and therefore, proposed to the group that they go out to walk around the neighborhood looking at the environment. Upon returning, the subjects were asked to talk about what they had seen along the way, according to Strategy

2 as explained in the methodology, and then the pair was asked to write down the description of what they had seen on the walk. After writing the text, the researchers presented the first text on a screen and the group retextualized it together.

ORIGINAL TEXT	RETEXTUALIZATION	TYPE OF OPERAÇÃO	ELIMINATIONS	SUBSTITUTIONS	ADDITIONS/ ALTERATIONS
1-O menino conversar na menina fora grama 2 – lado poste 3- perto polícia 4- nuvem e sol, árvores.	1-O Hugo está conversando com a Amanda na grama 2 – ao lado tem um poste 3- perto da polícia 4–O dia estava ensolarado com poucas nuvens. Nesse lugar tem algumas árvores.	6ª e 7ª em todo texto.	4 –e	1-menino, Hugo Na, com Menina, a Amanda Conversar, conversando 4 –Nuvem, nuvens sol, ensolarado	1 –fora, na 2 –ao, tem, um 3 –da 4 –o, dia, estava, com, poucas, nesse, lugar, tem, alguns

**Figure 2 – Retextualization of descriptive writing**

Operations used in retextualizing this text were the 6<sup>th</sup> operation – reconstruction of truncated structures, correcting mistakes in agreement, syntactic reordering, chains (reconstruction strategy according to the written standard) and the 7<sup>th</sup> operation – stylistic treatment with a selection of new syntactic structures and new lexical options (replacement strategy aiming at a more formal construction). Some additions were needed, particularly with respect to articles and prepositions, elements that are not present in sign language. It can be observed that: in line 3, “*perto polícia*” (“near police” in English) the correct preposition and article combination “*da*” was added to make, “*perto da polícia*” (“near the police” in English). Also added were verbs and other information on line 4, the spoken-style form, “*nuvem e sol, árvores*” (“cloud

and sun, trees” in English) was modified to “*O dia estava ensolarado com poucas nuvens. Nesse lugar tem algumas árvores.*” (“The day was sunny with few clouds. There were some trees.” In English) A few substitutions and one deletion were made.

It should be noted that the work done during this process of retextualization was in accordance with the literature<sup>15,17</sup> which states that this process alters the form, expression, and content of the text.

Sample Text 2 was done individually by a participant who was 18 years old. On this day, participants were directed to talk about famous deaf people. The group then read texts on the life stories of these people and then each subject was asked to write an account of that life story. The retextualization was made by the group.

ORIGINAL TEXT	RETEXTUALIZATION	TYPE OF OPERAÇÃO	ELIMINATIONS	SUBSTITUTIONS	ADDITIONS/ ALTERATIONS
<p>1-Meu pai conselho como do futebol, eu tinha 3 ou 4 anos.</p> <p>2-Depois crescer aprender no futebol com pouco e agora boa muito.</p> <p>3- Até agora sempre brincar com meu pai.</p> <p>4- Eu gosto muito de esperto, também brincar e futebol dos meus primos.</p> <p>5- Já crescer dos meus primos, mas que difícil é trabalhar e estudar.</p> <p>6- Eu tenho muito vontade novos amigos de ouvir, mas que difícil.</p> <p>7- Eu queira aprende de português.</p>	<p>1-Quando eu tinha 3 ou 4 anos, meu pai me ensinava a jogar futebol.</p> <p>2- Depois cresci e aprendi os passes de futebol, e melhorei aos poucos.</p> <p>3- Meu pai e eu sempre brincávamos de várias coisas</p> <p>4- e também jogávamos futebol com meu primo.</p> <p>5- Eu e meu primo éramos pequenas crianças e tínhamos muito tempo livre para brincar, mas crescemos e agora não nos encontramos mais porque estudamos e trabalhamos.</p> <p>6- Eu tenho muita vontade de fazer novos amigos ouvintes, mas tenho dificuldade de comunicação.</p> <p>7-Eu quero aprender no curso de português.</p>	6ª e 7ª operação	<p>1 –como, do</p> <p>2 –agora</p> <p>3 –até, agora</p> <p>4 –Eu gosto muito de esperto</p> <p>E</p> <p>5 –já, que difícil, é, dos</p> <p>6 –de, que</p>	<p>1 –conselho, ensinava</p> <p>2 –crescer, cresci</p> <p>Aprender, aprendi</p> <p>Com pouco, aos poucos</p> <p>3 –com meu pai, meu pai e eu</p> <p>Brincar, brincávamos</p> <p>4 –brincar, jogar</p> <p>Dos, com</p> <p>Meus, meu</p> <p>Primos, primo</p> <p>5 –meus primos, meu primo</p> <p>Crescer, crescemos</p> <p>Estudar, estudamos</p> <p>Trabalhar, trabalhamos</p> <p>6-Muito, muita</p> <p>Ouvir, ouvintes</p> <p>Difícil, dificuldade</p> <p>7-Queria, quero</p> <p>Aprende, aprender</p>	<p>1 –quando, me, a, jogar</p> <p>2 –os, passes, de, e, boa, muito</p> <p>3 –de várias coisas</p> <p>5 –eu, e, éramos, pequenas, crianças, e, tínhamos, muito, tempo, livre, para brincar, e, agora, não, nos, encontramos, mais, porque</p> <p>6 –De, fazer, comunicação</p> <p>7-No, curso</p>

Figure 3 – Retextualization of personal account

Throughout the text the 6<sup>th</sup> and 7<sup>th</sup> operations are repeated. In this retextualization activity, a total of 19 substitutions and 37 additions and alterations were made. Replacements relate primarily to nominal and verbal agreement, for example, the statement in line 2 “*crescer aprender*” (“growing learning”) was replaced with “*cresci e aprendi*” (“I grew up and learned”) and in line 3 “*brincar com meu pai*” (“playing with my father”) was replaced by “*meu pai e eu sempre brincávamos*” (“my father and I always played”). With respect to additions, we note that articles, prepositions, verbs and some nouns were introduced. For example, in line 1, the statement “*Meu pai conselho como do futebol, eu tinha 3 ou 4 anos*” (“My father advice as football, I was 3 or 4 years old”) was changed to “*Quando eu tinha 3 ou 4 anos, meu pai me ensinava a jogar futebol*” (“When I was 3 or 4 years old, my father taught me to play football”). As for eliminations, there were 17. Most cases of retextualization are related to verbs. For example, the statement in line 7, “*Eu queira aprende de português*” (“I want learn of Portuguese”) was replaced by “*Eu quero aprender no curso de português*” (“I want to learn in a Portuguese course”), and in line 6, “*Eu tenho*

*muito vontade novos amigos de ouvir, mas que difícil*” (“I have a lot desire to new friends to hear, but that’s hard”) was replaced by “*Eu tenho muita vontade de fazer novos amigos ouvintes, mas tenho dificuldade de comunicação*” (“I’m eager to make new friends who can hear, but have difficulty communicating”).

Again this text took some additions, mainly regarding prepositions, verbs and vocabulary changes in Portuguese. These changes are consistent with the literature<sup>14</sup> in the area of deafness which certifies that, in general, the texts of the deaf lack the elements that do not exist in sign language, such as prepositions or articles, or, in this language, elements that are organized differently, for example, verbs.

In Sample Text 3, the subjects first saw a movie called, “Black”, in which the protagonist is deaf and blind. It should be noted that, as the participants in this study are deaf, the film was subtitled. After the film, the group and the researchers talked and discussed the movie and the researchers showed the group the genre of movie reviews. With the help of a screen and the internet, the group and the researchers conceptualized the review writing style

ORIGINAL TEXT	RETEXTUALIZATION	TYPE OF OPERAÇÃO	ELIMINATIONS	SUBSTITUTIONS	ADDITIONS/ ALTERATIONS
<p>1-A atriz Rani Mukherjee e o ator Amitabh fizeram muito bem no filme Black.</p> <p>2-Esse filme é mais emocionante e nunca imaginava visto esse filme. Excelente.</p> <p>3-A história do filme fala sobre a menina surda e cega e professor. A Rani teve uma experiência como faz para apresentar ser surda e cega.</p> <p>4-Ela teve aprendendo bem nas sinais de linguagens (Libras), só que foi mais difícil ela pode aprender a atuar desse filme.</p> <p>5-E isso tudo, as pessoas precisa veja esse filme para que entendem como é.</p> <p>6-E também é bom mostrar para os surdos.</p> <p>7-Foi maravilhoso ver isto!!!</p>	<p>1-A atriz Rani Mukherjee e o ator Amitabh fizeram muito bem o filme Black.</p> <p>2-Esse filme é muito emocionante e foi a primeira vez que eu vi essa história. Excelente.</p> <p>3-A história do filme fala sobre a menina surda e cega e seu professor. A protagonista Rani Mukherjee teve a experiência de interpretar uma surda-cega.</p> <p>4-Primeiro, ela aprendeu bem a Língua de Sinais Americana (ASL), e seu desempenho como surda-cega foi tão bom que convenceu o público. 5-Dêem atenção a esse filme para entender como é.</p> <p>6-E também é bom mostrar para os surdos.</p> <p>7-Foi maravilhoso ver isto!!!</p>	<p>6ª e 7ª em todo texto.</p>		<p>1-no-o</p> <p>2-mais-muito</p> <p>3- como faz para apresentar ser surda cega- teve a experiência de interpretar uma surda-cega</p> <p>4-taa aprendendo-aprendeu, nas sinais de linguagens(língua)- a Língua de sinais americana (ASL), só que foi mais difícil ela pode aprender a atuar desse filme e seu desempenho como surda-cega foi tão bom que convenceu o público.</p> <p>5- e isso tudo, as pessoas precisa veja esse filme para que entendem como é – rás atenção a esse filme para entender como é</p>	<p>2- foi, nunca imaginava visto esse filme- a primeira vez que eu vi essa história</p> <p>3-seu, protagonista, Mukherjee, uma-a,</p> <p>4- primeiro</p>

Figure 4 – Retextualization of film review

and thereafter read some film reviews for the group to understand more about this genre. After reading the reviews and working with this genre, it was requested that each group member write his critique of the film “Black”. The following was written by a 26 year old deaf subject.

In the retextualization of this sample, the entire group participated by reading it on screen and subsequently rewriting it. It was apparent that the author understood what the film review style is, and it took some substitutions and additions, especially with respect to the vocabulary of the Portuguese language. Again the 6<sup>th</sup> and 7<sup>th</sup> operations of retextualization were used.

According to literature<sup>15-17</sup> on the retextualization process, this process does not mean the passage from chaos to order, but the transition from one order to another order. Thus, from the knowledge of the world of researchers and the group of shared knowledge and negotiating meanings<sup>14</sup>, it was possible to transform the texts to bring them closer to the Portuguese written standard. In this way, each deaf group according to their possibilities can compare and visualize the similarities and differences between sign language and Portuguese.

In Table 1, one can see, just by the graphic’s title alone, that 8 texts were produced by this group, among them the 3 described above, and the retextualization strategies used in this process added up.

**Table 1 – Total sum of strategies performed during retextualization**

RETEXTUALIZATION STRATEGIES	FREQUENCY	PERCENTAGE
ADDITIONS/ ALTERATIONS	240	44.11%
ELIMINATIONS	169	31.06%
SUBSTITUTIONS	135	24.81%
TOTAL	544	100%

Of the total, the eight (8) analyzed texts that were retextualized by the group, it can be seen that in the item additions or alterations operations performed on the original text, there were a total of 240 actions carried out, in the elimination operation there were

169 actions, and in the item substitutions operation there were a total of 135 actions.

Table 2 shows the operations performed on the 8 texts.

**Table 2 – Total sum of retextualization operations**

Type of operation	FREQUENCY	PERCENTAGE
1 <sup>a</sup>	0	0,0%
2 <sup>a</sup>	0	0,0%
3 <sup>a</sup>	0	0,0%
4 <sup>a</sup>	2	25,0%
5 <sup>a</sup>	1	12,5%
6 <sup>a</sup>	8	100,0%
7 <sup>a</sup>	8	100,0%
8 <sup>a</sup>	1	12,5%
9 <sup>a</sup>	2	25,0%

Through the test of difference of proportions at the significance level of 0.05 (5%), it appears that the 6<sup>th</sup> and 7<sup>th</sup> operations show proportions of significant results ( $p < 0.05$ ) compared to other types of operations.

Using these two operations in most texts is also in agreement with the literature<sup>14,18</sup>, which shows that for texts by the deaf to become more consistent, it is necessary that there be a syntactic reordering from one language to another, addition of information, lexical replacement, stylistic reordering, and redistribution of discursive topics.

Note that for this work in retextualization to occur, researchers and members of the group had to ask the author of the text several times about what he meant by a particular statement. Furthermore, this process was a job done together, so that each participant could give opinions, ask questions, suggest, intervene, and, finally, participate. Thus, other texts were coming closer to the Portuguese standard and so each participant could do their thinking about that language according to their experiences.

Another aspect noticed during group therapy sessions is that the bond between the participants was consolidated and made them begin to discuss, exchange ideas and experiences with each other, establish relationships, share interests, motivations, and difficulties without any interference from the health professionals.

Looking at the data, it is clear that the missing elements in these texts, such as prepositions, articles, conjunctions, and verbs are, in most cases, exactly those elements that do not exist or are manifested differently in sign language, the language of the deaf<sup>19-22</sup>.

Another factor in the subject's writing refers to the importance of interaction with people who know the Portuguese language in the written form, because those subjects who respond to the cues of the learners regarding this language. Thus, it was through interaction with the other<sup>23</sup> that these subjects were able to construct hypotheses about written language and negotiate meanings. This negotiation was evident in confirmation requests for

information, clarification, repetition, opposition, and questions, and is considered a necessary condition for the use of this language.

It is noteworthy that it is through the process of writing and rewriting that these subjects began to reflect on written language and its social function, losing the initial fear that they had regarding writing. They began to make hypotheses, plan their texts, and build their stories. It is a fact that the subjects do not dominate all the formal aspects and sets of conventions governing the social use of writing, but through the mediation of the therapist/ researcher, a writing checker and opportunity creator, for those aspects to become evident, these subjects were able to accept the challenge of writing and producing texts with coherence, creativity, and without fear of making mistakes. For though they lack words in the Portuguese language, they do not lack having something to say. The fact that the subjects and their interlocutors share sign language allowed them to talk about their stories and experiences, and to produce writing with crossovers and juxtapositions between the two languages involved. The writing has become, well, a space that could reveal the uniqueness and reconstruction of their stories and their relationship to language.

It is clear that the activity of retextualization is not the main aspect of the whole process of writing, that is, this practice should not be used only in order to "correct" the text. Before the retextualization process there was a proposal for group textual production through meaningful activities. In this process, it was possible to analyze the linguistic textual productions, highlighting the role of the other in textual building<sup>23</sup> as well as the importance of being fluent

in sign language, and the unique relationship that each individual establishes with language.

## ■ CONCLUSION

In this work, one can see that the practice of retextualization is a process by which the deaf can understand and reconstruct the meaning of their texts. Furthermore, this process provides an exercise in understanding the text and the field of textual genres, enabling the finding of meaning and coherence in texts, assisting the speech-language pathologist during their individual and group therapies. From retextualization, subjects might notice some differences and similarities between LIBRAS and written Portuguese. This process also allowed the subjects to begin to master certain aspects of the formal set of conventions governing the use of social writing. Retextualization became a fundamental exercise for the best performance of these subjects, besides having been a motivating experience for the subjects who participated in this study, they were able to more calmly accept the challenge of writing. They assumed the position of authors, expressing willingness to, from textual and formal criteria, prepare their written productions based on criteria that were able to give them coherence.

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**RESUMO**

Para que sujeitos surdos estabeleçam relações entre a língua brasileira de sinais e a língua portuguesa, o uso de recursos de retextualização pode ser uma ferramenta capaz de levar tais sujeitos a produzirem gêneros textuais escritos de acordo com convenções ortográficas e gramaticais do português. Nesta perspectiva, o objetivo deste trabalho é discutir o processo de retextualização usado como prática nas terapias fonoaudiológicas em grupo como um meio desses sujeitos se apropriarem da língua portuguesa em sua modalidade escrita. Participaram da pesquisa 8 surdos que fazem uso de Libras e da língua portuguesa em sua modalidade escrita. Inicialmente, os sujeitos produziam textos em língua de sinais que, depois de comentados e discutidos, em sessões em grupo, contando com a presença de uma fonoaudióloga, além de outros profissionais, eram retextualizados por meio da escrita. Após a retextualização, os sujeitos surdos foram convocados a reler o texto e, caso julgassem necessário, a modificá-lo. Na sequência, eles reliam os textos em conjunto com os profissionais e o retextualizavam em uma versão final escrita. Nos textos analisados, as operações de reestruturações sintáticas, de reconstruções textuais em função da norma da língua, bem como as de tratamento estilístico com seleção de novas estruturas sintáticas e opções lexicais foram as mais usadas nos processos de retextualização. A partir dos processos de retextualização, os surdos passaram a refletir sobre a escrita e sua função social, assumindo essa modalidade da linguagem com mais disposição e autoconfiança.

**DESCRITORES:** Fonoaudiologia; Surdez; Escrita Manual

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