



**SignWriting Symposium  
2014 Online!  
July 21-24, 2014**

# **The Literacy Process of Brazilian and French Deaf Children**

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# L1 (Sign Language) in Written form

- The same cognitive and linguistic skills that are necessary for learning to read in the L1 contribute to reading the L2.
- Learners who develop a high level of L1 competence will be able to develop high level competence in additional languages.
- Reading L1 and L2 increases metalinguistic skills, with the native language aiding the acquisition of and reading ability in the L2. (Kayser, 2002).

# Sign Language Acquisition

1. Theoretical model proposed by Ferreiro and Teberosky fundamented by Piaget
2. Literacy is a construction of the learner not a given knowledge. It happens in 3 stages:
  - a) Distinction between drawing and writing
  - b) Differentiation among the elements which compound writing (in this case the elementos composing the written sign)
  - c) Establishment of correspondance between the SignWriting sign with each sign
  - d) Graphic representation of thought and cognitive development

# How deaf children take ownership of sign language?

- 1) Do deaf children take pleasure in learning sign writing? Does this acquisition enhance their main tool for construction of knowledge and integration into the world, which is SL?
- 2) How does the process of sign language ownership by deaf children take place?
- 3) Can deaf children, users of SL, evolve from acquisition to literacy through the use of the SignWriting system?

# **Acquisition of sign language writing by deaf children**

Data collection involved children and teenagers  
in Brazil and in France

# Experiments

- Participants: 7 deaf children of the 2<sup>nd</sup> grade at Escola de Ensino Fundamental Frei Pacifico (2003)
- Duration 6 months – periods of 45 minutes twice a week
- Total of 22 hours of work with the children

	Name	Age
1.	A	8
2.	D	10
3.	I	9
4.	L	8
5.	N	8
6.	T	8
7.	V	9

# Drawing x Sign writing



FIGURA 51: SINAL DE PÁSSARO COM EXPRESSÃO FACIAL

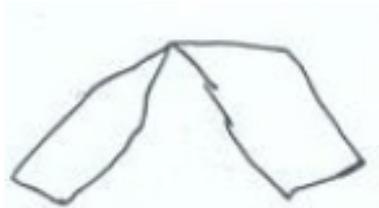


FIGURA 52: SINAL DE CASA



FIGURA 53: SINAL DE PAPAÍ



# Production from children learning writing through SignWriting system



Sign for "house" and hand making house sign



Sign for "wolf"



Sign for "eating" and drawing of plate



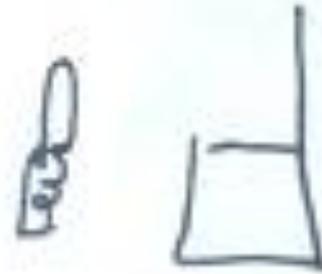
Sign for "bird"



Sign for "bird" With facial expression



**Sign for “football”  
Hand shapes**



**Drawing of 2<sup>nd</sup> finger  
and symbol of finger position  
In SignWriting**



**Sign for “ball”  
using SignWriting**

# Learning Games with sign writing



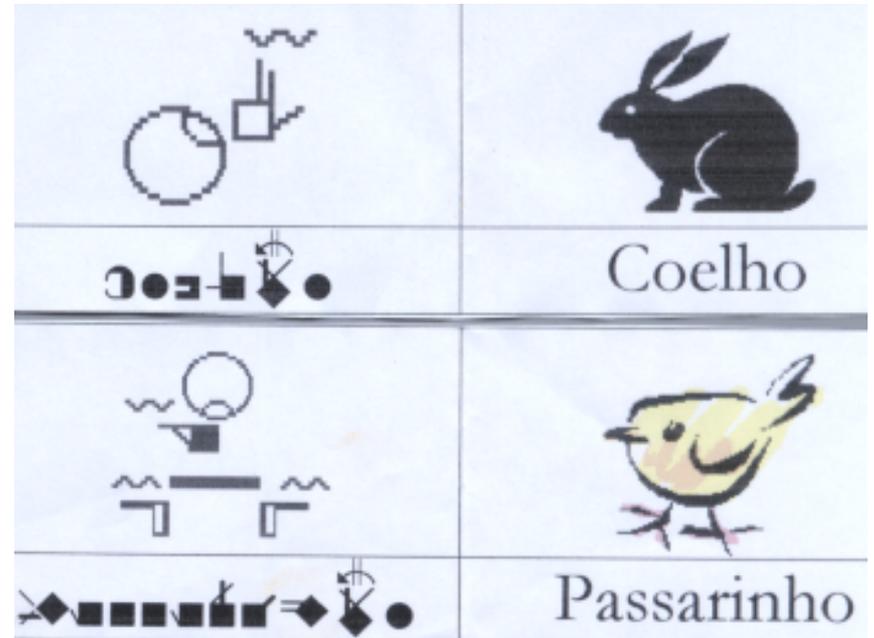
Domino game



Memory game

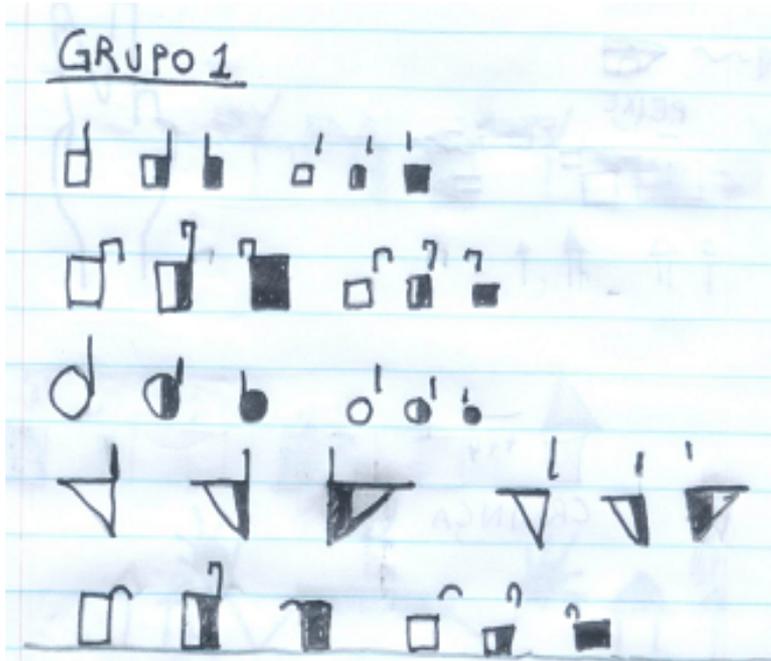


**Memory game**



**Jogo de mímica**

## Diferentiation between elements composing the written sign



Symbol of hand configuration

Written signs

# My participation in the LS-Script Project

Director: Brigitte Garcia

IRIT

LIMSI

IRIS

WebSourd

SFL

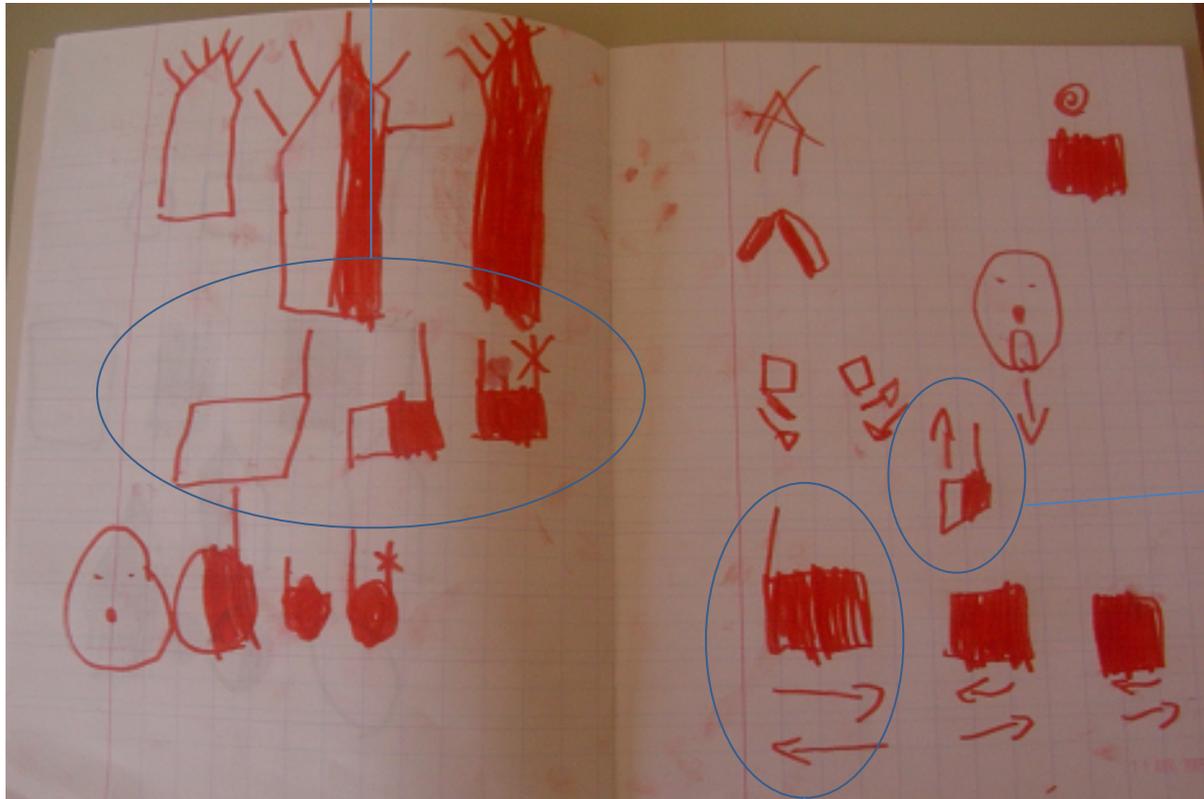
## Activities:

1. Pre-school
2. Primary school
3. Elementary school
4. Teachers of LSF – Research Institute of the Implications of Sign Language(IRIS)
5. Master and PhD students (Université Paul Sabatier – Toulouse, Université Paris 8 and Université de Poitiers)
6. Teachers of deaf children at two schools inToulouse
7. Team of linguists at Université Paris 8
8. Professionals (teachers, interpreters and staff ) of the Shool and Association in Poitiers
9. Deaf AssociationTolosa 31

# SignWriting activities in Toulouse Bilingual Schools

Class	Age	Dates	Hours	Frequency
MG/GS	4 to 5	11/04/2005 a 03/06/2005	5	1 x week
CP/CE1	7 to 8	31/03/2005 a 16/06/2005	10	2 x week
CM1	9 to 11	31/03/2005 a 16/06/2005	9	2 x week
CE2	9 to 10	8/04/2005 a 03/06/2005	6	2 x week
Colégio	12 to 15	17/03/2005 a 16/06/2005	18	2 x week

Symbol of hand configuration “second finger”

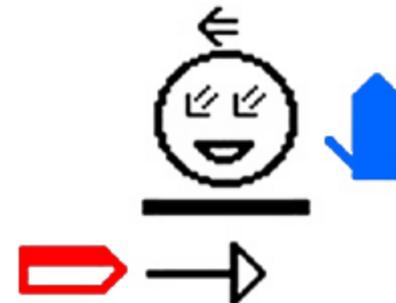
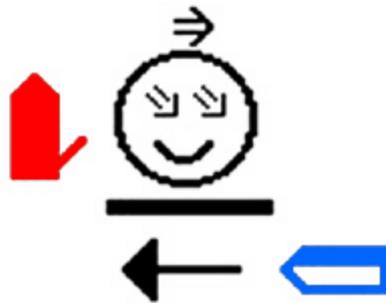
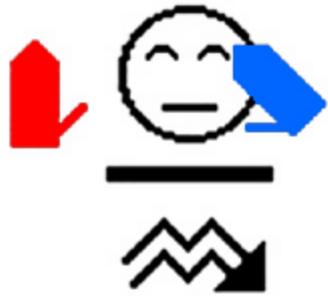


Sign for “you”

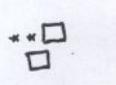
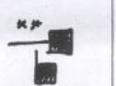
1 deaf child – 5 years old

Sign for “no”

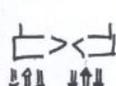
# Reading Practice



\* \* \* \* \*

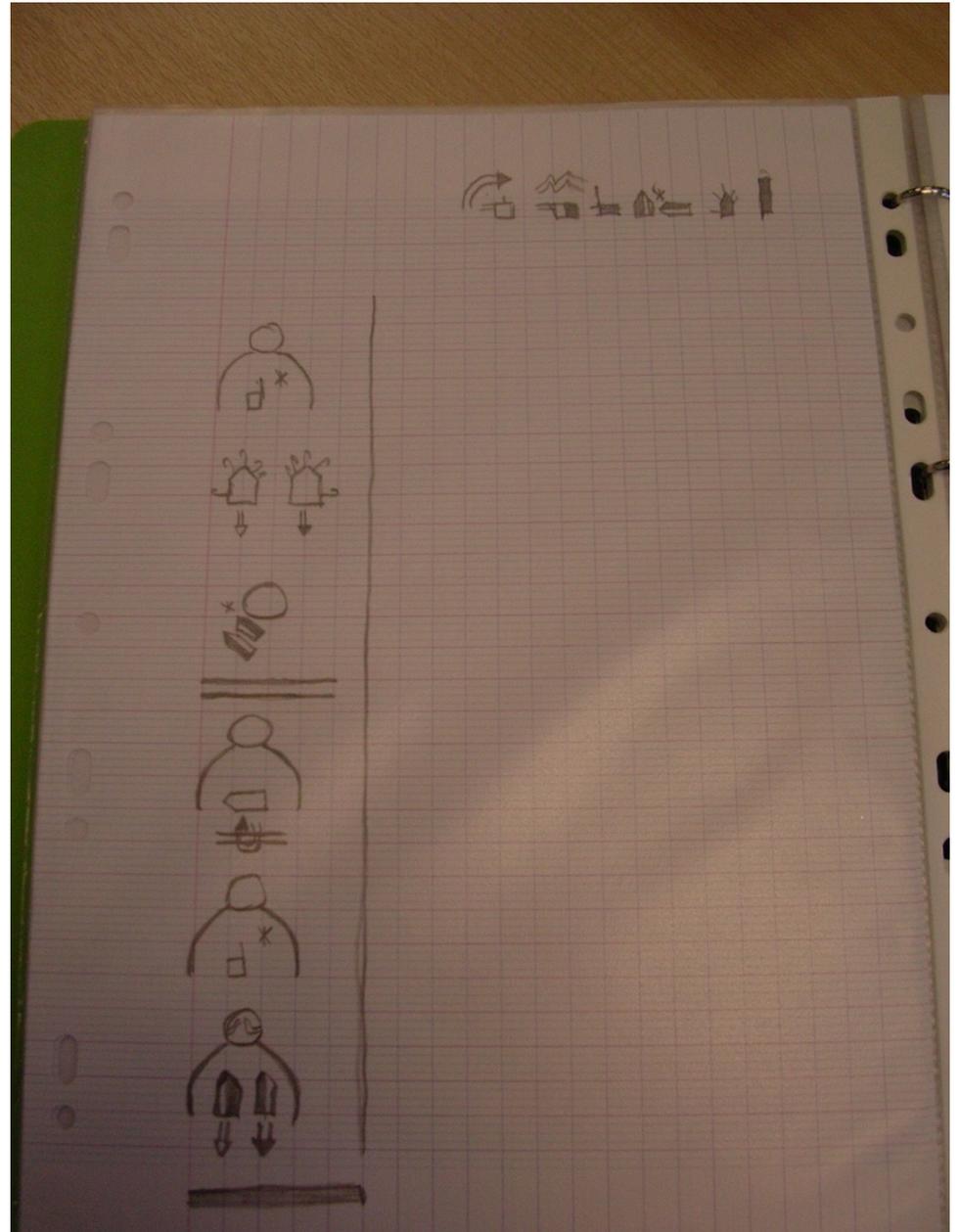
					
					
					
					
					
					
					
					

\* \* \* \* \*

<i>Helene</i> 	<i>Helene</i> 	<i>Relative</i> 			
					
					
					
					
					
					
					

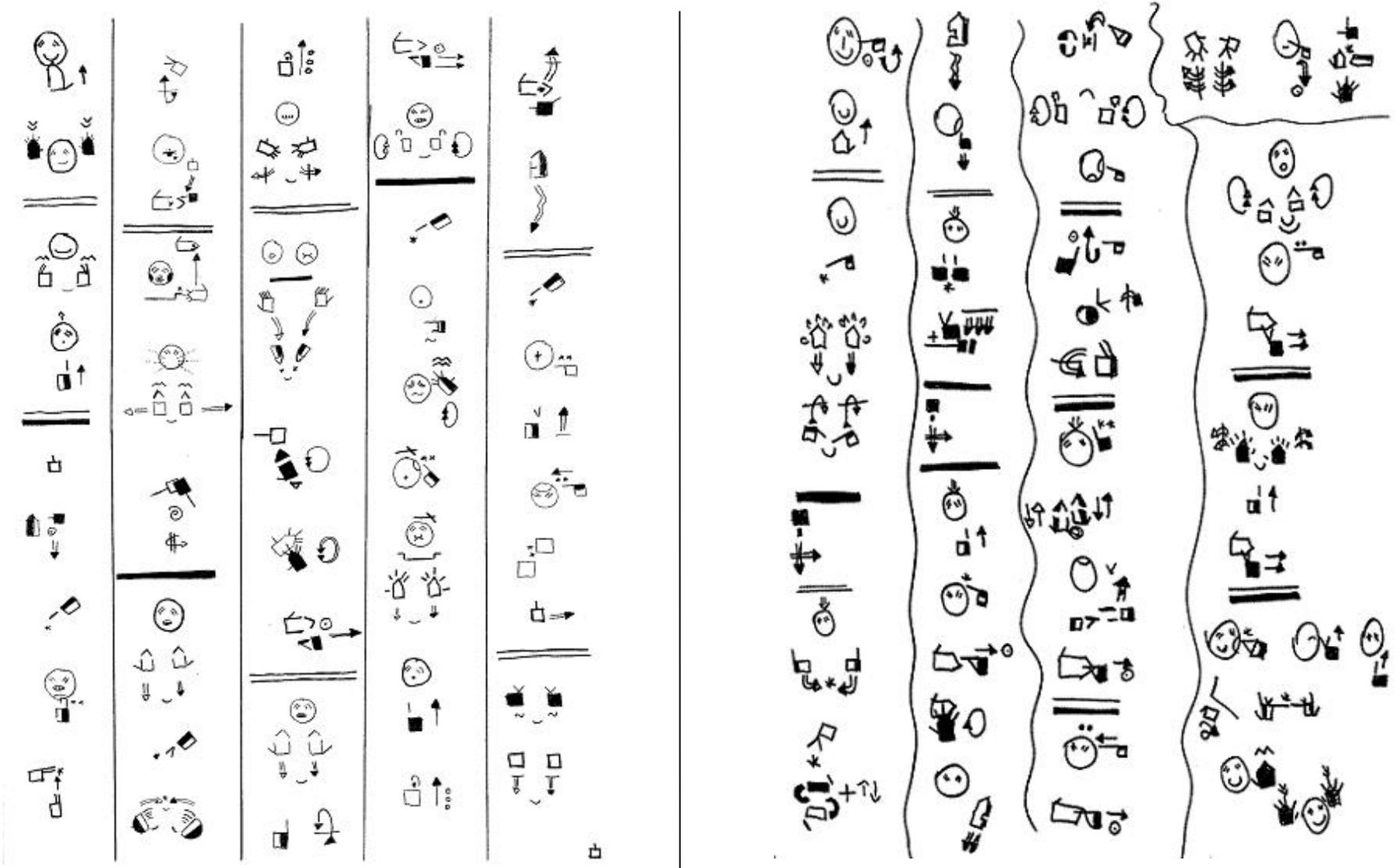
Written expression of signs after 5 and 6 during sign writing

**6 lesson  
learning  
how to write LSF  
In the school  
class**





# The Correspondence



# Some considerations:

- In the experiments performed, SignWriting acquisition seems to bear relation to the great stages of literacy in oral language.
- The affection aspect appears in the relationship the child establishes with the object of knowledge, with the classmates and teacher, resulting in feelings of elevated self-esteem.
- They quickly acquire the writing system and evolve in their learning.

# Conclusions:

- As a symbolic instrument, sign writing can be the fundamental cognitive support that the deaf are missing in order to turn their education into a rational and effective process.
- SignWriting writing can be a significant activity for the deaf as it is in perfect accordance with their
- Information technologies can enable the evolution of the SignWriting system , making it easier for deaf people to read and write.

# Main points about SignWriting

- SignWriting helps separate signing from the body, and in so doing
  - supports metalinguistic awareness
  - helps with cognitive development
  - makes it easier for children to edit signing
  - helps children become aware of the difference between the SL and OL.