

Dear Reader,

*ETD – Educação Temática Digital* is reaching its 18<sup>a</sup> edition, searching, in each issue, to contribute with the shaping of our reader knowledge, with articles, short communications, reports and essays that discusses big matters of education, presented in thematic sections. This means that the contributions have an interdisciplinary coverage, as a way to maintain the initial proposal of being “A journal of the educator/researcher”, with only eight years of existence.

This special edition with the main subject “*Deaf Education*”, is made up of 25 original papers written by specialized professionals in this area, in parallel with the works of the GES - the Deaf Education Research Group of the Faculty of Education of the Campinas State University. This group comprises three research subgroups that count on the participation of professionals of other renowned institutions, which study and do research about deafness.

In this way, as the own name of this journal stands “Thematic Education” is nothing more than a way of aggregate in a single place, equal and parallel disciplines, which gave possibilities of seeing how the interdisciplinary processes occurs in educational context.

It is worth to make some comments on the concept of interdisciplinarity and transdisciplinarity. According to Pablos (2006, p.71)<sup>1</sup>, “...interdisciplinarity is supported, especially in external social interactions, since it is thought as a search of instrumental answers for questions made for the society.”

The sexagenarian librarian and teacher Edson Nery da Fonseca, one of the biggest exponents of Librarianship and Information Sciences, in the opening speech of the II Seminar of Library Automation and Documentation Centers, about 20 years ago in São José dos Campos, already approached the theme of interdisciplinarity.

That occasion, the emeritus teacher foresaw on his text named “*Interdisciplinary foundations of automation*”, what would be the purpose of this journal, the basic concept of interdisciplinarity, which was emerging in the academic environment at that time. He said that this practice (interdisciplinarity) already existed with other names, as occurs in all the

human activity. Fonseca in his historic interpretation of interdisciplinarity and transdisciplinarity, mentioned Jean Piaget, the magnificent educator and psychologist that has defined interdisciplinarity as “*mutual interchange and reciprocal integration among several sciences*”. In this way, Piaget (1970, p. 467)<sup>2</sup> cited by Fonseca (1986, p. 11)<sup>3</sup>, said that transdisciplinarity reaches the meaning of:

Global integration of several sciences. At each stage of the interdisciplinary relations succeed a superior stage which would be the transdisciplinarity, not only comprising the researches or reciprocity among specialized projects, placing these relations into a global system without strict frontiers among disciplines.

In my view, interdisciplinarity is something we have visualized for *ETD – Educação Temática Digital*, bringing 25 significant contributions to enrich the GES and making of this a special issue in the category Education and Deafness. We have divided some sections of *Articles* in 04 subsections and have added more works in *Dossier* and *Reports of Experience*, as follow:

- *Sign Languages: Identities and Social Processes (LS)*
- *Literature, Literacy and Educational Practices (LL)*
- *Translation Processes, Sign Language and Education (PTL)*
- *Experimental Research: Deaf Reading (PE)*
- *Dossier (DO)*
- *Reports of Experiences (RE)*

To begin the subsection *Sign Language*, we have the contribution of Ana Cláudia Balieiro Lodi and Maria Cecília de Moura, with the article “*First language and constitution of the subject*”.

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<sup>1</sup> PABLOS, J. A visão disciplinar no espaço das tecnologia da informação e comunicação. In: SANCHO, J.M; HERNANDEZ, F. **Tecnologias para transformar a educação**. Porto Alegre: Artmed, 2006. p.63-83.

<sup>2</sup> PIAGET, J. General problems of interdisciplinary research and common mechanisms. In: UNESCO. **Main trends of research in the social and human sciences**. Paris: UNESCO, 1970. p.467-528.

<sup>3</sup> FONSECA, E.N. Fundamentos interdisciplinares da automação. In: SEMINÁRIO DE AUTOMAÇÃO DE BIBLIOTECAS E CENTROS DE DOCUMENTAÇÃO, 2., 1986, São José dos Campos. **Anais...** São José dos Campos: INPE, 1986. p.3-15. (palestra).

Following, we have the work of Madalena Klein and Márcia Lise Lunardi, to talk over *“Deafness: a territory of boundaries”*.

Marina Velosa Simões brings the article *“The sign language as focus of construction of imaginary in deaf children playing”*.

Raquel Silva Soares discusses *“Multiculturalism and language: deaf literature, a path away from oblivion”*.

In the next subsection *“Literature, Literacy and Educational Practices”*, Carmen Sanches Sampaio, presents a commented paper *“The presence of a deaf student among listeners students in a classroom: possibility of (re)thinking similarities and differences at school”*.

In this same subsection Fabiano Souto Rosa makes an approach of *“Deaf literature: creation and construction of images and texts”*.

The following work brings Heloísa Andréia Vicente de Matos with *“Some aspects on the development of the activity of reading and the constitution of the deaf reader”*.

Ivani Rodrigues Silva and Rosana Cheffer talk about *“The stories’ construction by deaf students: collective learning”*.

Liliane Ferrari Giordani approaches the *“Written language: (im) probable signs in the deaf adults and youngsters’s education”*.

The doctor in linguistics Lodenir Becker Karnopp, has as the objective of his article *“Deaf literature”*, focus on the books of children literature (Cinderela Surda and Rapunzel Surda), emphasizing the meanings produced about identity and differences.

Closing this subsection, Zilda Maria Gesueli and Lia de Moura, write about *“Literacy and deafness: visualization of words”*.

In Na subsection *“Translation Processes, Sign Language and Education”*, Andréa da Silva Rosa deals with *“The (im)possibility of fidelity in Brazilian Sign Language interpretation”*.

Gladis Perlin, a deaf assistant teacher of the Center of Sciences of Education of the Santa Catarina Federal University, comments on *“Deaf culture and the sign language interpreters”*.

The following article, Paula Michelle da Silva Pereira talk about *“The marks of the sign language interpreter in the inclusive school”*.

Vanessa Regina de Oliveira Martins comments in her article the “*Implications and conquests of the performance of sign language interpreter in higher education*”.

Ronice Muller de Quadros, brings a contribution to the journal dealing with “*Languages modality effects: the sign languages*”.

Sandra Patrícia de Faria makes a question about “*Metaphors in Brazilian Sign Language: it’s as well to know which way the wind blows*”.

This subsections ends with the excellent approach of Tanya Amara Felipe about “*The process of construction of words in LIBRAS (Brazilian Sign Language)*”.

The only article of the subsection “*Experimental Research: Deaf Reading*”, is witeen by Fernando C. Capovilla and Alessandra G. S. Capovilla, where they carry out a research with the competence test of reading of words, applied to 805 deaf students from the first series of basic education to first series of medium education. The title of the research is “*Deaf students reading: development and peculiarities in comparison with hearing readers*”.

The *Dossier* section, brings an international contribution of the Director of the Department of Education Psychology and Didactic, of Montevideo University, professor Luis Behares: “*Teaching in the deafness field: some reflections from the theory of didactic event*” is the title of his work.

Karin Lílían Strobel follows, presenting the dossier “*An historic approach about the in(ex)clusion of deaf people in schools*”.

As for Lílían Cristiane Ribeiro Nascimento the dossier “*A little bit more about the deaf education, according to Ferdinand Berthier*” makes a theoretic approach.

To finish the section Dossier, Regina Maria de Souza considers the legislation about “*Sign language and school: considerations on the Brazilian Sign Language regulatory decree*”, referring to the Decree n.º 5.626.

As practical reports, in *Experience Report* section, we count on the contribution of Marianne Rossi Stumpf, a Brazilian deaf author,– user of LIBRAS and a specialist in written sign language using the *Sign Writing* system. She invite us to participate in a research about the French Sign Language writing with the report “*Bilingual practices: a report*”.

Finally, to finish this issue, the contribution of Myrna Salerno Monteiro approaches the “*The History of deaf movements and the acknowledgement of LIBRAS in Brazil*”.

Well dear readers, as you could see this is one of the first issues in this area, bringing fundamental contributions of researchers of almost all the institutions that deal with the theme of deaf education. Besides, we have also the participation of foreign researchers. We are sure this will be an important tool for other areas, which may use it as a reference in their next researches.

Have a good reading and take advantage of the contents of this edition!

*Gildenir Carolino Santos*  
*Rosemary Passos*  
Editores da  
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Tradução: *Célia Maria Ribeiro*