

### PROFICIÊNCIA EM LEITURA EM LÍNGUA INGLESA

Adapted from: <https://www.nidcd.nih.gov/health/american-sign-language> | U.S. Department of Health and Human Services – National Institute on Deafness and other Communication Disorders (NIDCD). **What is American Sign Language?** Accessed on March, 21, 2018.

**[1] What is American Sign Language?** American Sign Language (ASL) is a complete, complex language that employs signs made by moving the hands combined with facial expressions and postures of the body. It is the primary language of many North Americans who are deaf and is one of several communication options used by people who are deaf or hard-of-hearing.

**[2] \_\_\_\_\_?** No one form of sign language is universal. Different sign languages are used in different countries or regions. For example, British Sign Language (BSL) is a different language from ASL, and Americans who know ASL may not understand BSL.

**[3] Where did ASL originate?** The exact beginnings of ASL are not clear, but some suggest that it arose more than 200 years ago from the intermixing of local sign languages and French Sign Language (LSF). Today's ASL includes some elements of LSF plus the original local sign languages, which over the years have melded and changed into a rich, complex, and mature language. Modern ASL and modern LSF are distinct languages and, while they still contain some similar signs, can no longer be understood by each other's users.

**[4] \_\_\_\_\_?** In spoken language, words are produced by using the mouth and voice to make sounds. However, for people who are deaf (particularly those who are profoundly deaf), the sounds of speech are often not heard, and only a fraction of speech sounds can be seen on the lips. Sign languages are based on the idea that vision is the most useful tool a deaf person has to communicate and receive information.

**[5] \_\_\_\_\_?** ASL is a language completely separate and distinct from English. It contains all the fundamental features of language – it has its own rules for pronunciation, word order, and complex grammar. While every language has ways of signaling different functions, such as asking a question rather than making a statement, languages differ in how this is done. For example, English speakers ask a question by raising the pitch of their voice; ASL users ask a question by raising their eyebrows, widening their eyes, and tilting their bodies forward.

**[6] Just as with other languages, specific ways of expressing ideas in ASL vary as much as ASL users do. In addition to individual differences in expression, ASL has regional accents and dialects. Just as certain English words are spoken differently in different parts of the country, ASL has regional variations in the rhythm of signing, form, and pronunciation. Ethnicity and age are a few more factors that affect ASL usage and contribute to its variety.**

[7] \_\_\_\_\_? Parents are often the source of a child's early acquisition of language, but for children who are deaf, additional people may be models for language acquisition. A deaf child born to parents who are deaf and who already use ASL will begin to acquire ASL as naturally as a hearing child picks up spoken language from hearing parents. However, for a deaf child with hearing parents who have no prior experience with ASL, language may be acquired differently, and in some cases their learning takes more time and effort. In fact, nine out of 10 children who are born deaf are born to parents who hear. Some hearing parents choose to introduce sign language to their deaf children. Hearing parents who choose to learn sign language often learn it along with their child. Surprisingly, children who are deaf can learn to sign quite fluently from their parents, even when their parents might not be perfectly fluent themselves.

[8] \_\_\_\_\_? Parents should introduce a child who is deaf or hard-of-hearing to language as soon as possible. The earlier any child is exposed to and begins to acquire language, the better that child's communication skills will become. Research suggests that the first few years of life are the most crucial to a child's development of language skills, and even the early months of life can be important for establishing successful communication. Thanks to screening programs in place at almost all hospitals in the United States and its territories, newborn babies are tested for hearing before they leave the hospital. If a baby has hearing loss, this screening gives parents an opportunity to learn about communication options. Parents can then start their child's language learning process during this important early stage of development.

[9] \_\_\_\_\_? The NIDCD supports research looking at whether children with cochlear implants become bilingual in spoken language and sign language in the same way that (or in different ways from how) hearing children become bilingual in both languages. This research will tell us more about how language development in children with cochlear implants might differ between hearing and nonhearing families and could offer important insights to help guide educational decisions and parent counseling.

[10] An NIDCD – funded researcher is studying Al-Sayyid Bedouin Sign Language (ABSL), a sign language used over the past 75 years by both hearing and nonhearing people in an isolated Bedouin village in Israel. Because it was developed among a small group of people with little to no outside influence and no direct linguistic input, ABSL offers researchers the opportunity to document a new language as it develops and evolves. It can also be used to model the essential elements and organization of natural language.

[11] \_\_\_\_\_? NIDCD – funded research team is also looking at sign language systems that develop in isolation. The research team is learning more about how grammar is built and expanded in situations where there is little linguistic input. In one setting, they are observing “home sign” systems used by deaf children who live in isolation. In another, they are studying a family sign language that has been used and handed down over several generations on a remote fishing island.

**RESPONDA DE ACORDO COM O TEXTO. AS RESPOSTAS DEVEM SER EM PORTUGUÊS**

**1) De acordo com o texto, relacione as colunas corretamente.** Qual das perguntas abaixo melhor completa o início dos parágrafos? (0,5 cada 2,5 total)

Perguntas	Parágrafo
a) Por que ensinar a LAS nos primeiros anos de vida?	8
b) Que pesquisas vem sendo realizadas sobre LAS e outras línguas de sinais?	9
c) De que maneira muitas crianças surdas aprendem a LAS?	7
d) Quais as perspectivas de pesquisa para o futuro?	11
e) As línguas de sinais são iguais em todos os países?	2

2) **Considere o Parágrafo [3]** – De que maneira o texto apresenta a origem da LAS e qual o panorama da LAS hoje? (2,0 total)

Resposta: O início da Língua Americana de sinais não é expresso de forma exata, mas algumas pessoas sugerem que a LAS surgiu a mais de 200 anos proveniente da combinação da língua de sinais local (americana) e a língua francesa de sinais (LFS). Atualmente a LAS agrega elementos da LFS e da língua de sinais local, que com o passar dos anos mesclou-se e modificou-se para uma língua complexa e madura.

3) Assinale a única alternativa INCORRETA. (0,5 cada 1,0 total)

**Considere o Parágrafo [4]** – Quanto a importância da visão para os usuários de LAS ...

a) ( <input checked="" type="checkbox"/> )	Pessoas com problemas auditivos e surdas não percebem som algum, por isso os movimentos dos lábios de forma fracionada são importantes para estabelecer comunicação.
b) ( <input type="checkbox"/> )	Para os usuários da LAS a visão é a ferramenta mais importante para estabelecer comunicação.

**Considere o Parágrafo [5]** – Quanto aos princípios fundamentais de uma língua ...

c) ( <input type="checkbox"/> )	Os falantes de língua inglesa diferenciam perguntas de sentenças afirmativas elevando o tom da voz. Os usuários de LAS diferenciam perguntas de sentenças afirmativas inclinando seus corpos para a frente.
d) ( <input checked="" type="checkbox"/> )	A LAS diferente das línguas faladas, possui princípios fundamentais como: regras gramaticais e palavras complexas.

4) **Considere os Parágrafos [7]** – Qual a diferença, apresentada no texto, sobre a forma de aprender a LAS entre uma criança de pais surdos e uma criança de pais não surdos? (2,0 total)

Resposta: Uma criança surda nascida de pais também surdos, os quais já utilizam a LAS vai adquirir a LAS naturalmente, da mesma forma que uma criança não surda, nascida de pais não surdos adquire a fala. Porém, para uma criança surda nascida de pais não surdos, os quais não possuem experiência prévia com a LAS, talvez adquira a LAS de maneira diferente, e em alguns casos a aprendizagem dessas crianças pode demandar mais tempo e esforço.

5) Escreva **VERDADEIRO** ou **FALSO** ao lado de cada sentença (0,5 cada 2,5 total):

<b>a) Considere o Parágrafo [6]</b> – A LAS, como qualquer outra língua possui variações e formas específicas de expressar ideias, A LAS possui sotaques regionais e dialetos, bem como ritmos de sinalizações, formas e pronúncias diferenciadas.	<b>VERDADEIRA</b>
<b>b) Considere o Parágrafo [6]</b> – Os fatores que mais influenciam o uso de LAS e que contribuem para a sua variação linguística são: etnia, idade, regionalismo, regras gramaticais, sotaques entre outros.	<b>VERDADEIRA</b>
<b>c) Considere o Parágrafo [8]</b> – O Programa nacional Americano de triagem, opera em todos os hospitais do território Americano, testando as crianças no momento do nascimento, com o objetivo de detectar a surdez antes das mesmas deixarem o hospital.	<b>FALSA</b>

<b>d) Considere o Parágrafo [9]</b> – O Instituto Nacional, atualmente, pesquisa a possibilidade de tornar crianças com implantes cocleares em falantes bilíngues.	FALSA
<b>e) Considere o Parágrafo [10]</b> – A LABS é usada a mais de 70 anos por indivíduos ouvintes e não ouvintes, foi desenvolvida por um pequeno grupo de pessoas com pouca ou nenhuma influência externa e tampouco insumo linguístico direto.	VERDADEIRA