



*Shaping the future with education*

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# IMPLICATIONS OF LANGUAGE CONCEPTS FOR HOSPITAL EDUCATION



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# **IMPLICATIONS OF LANGUAGE CONCEPTS FOR HOSPITAL EDUCATION**

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# Implications of language concepts for hospital education

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## INTRODUCTION

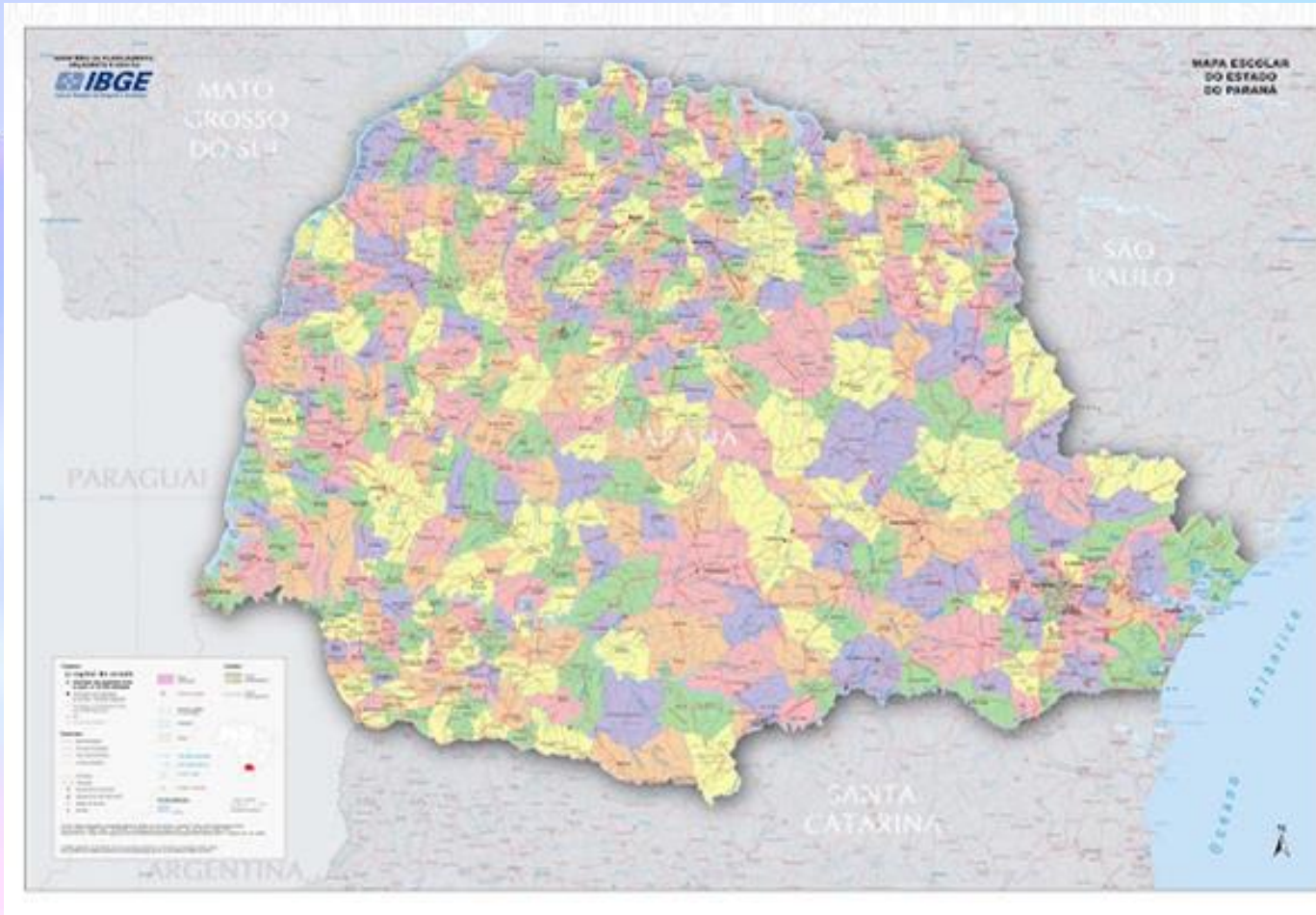
This research was developed in the doctoral program at the Federal University of Paraná (UFPR). We investigated the teacher's perception of literacy processes in a hospital education program in Paraná, Brazil. The research participants discussed language concepts and their implications for the schooling of children/adolescents undergoing health treatment, in an online study group.

# Situating the research

## BRAZIL'S MAP



# Situating the research



PARANÁ'S MAP

## Curitiba Divisão administrativa



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## Specific objectives:

- Create strategies for connecting studies on literacy, language, education and health.
- Observe the ways of perceiving education in a school environment and in a hospital environment by the teachers participating in the research.
- List important factors for language education in hospital education.

## Theoretical basis:

- Literacy and critical literacies studies (Rojo,2002,2009; Street,2014; Freire,1996; Barton,1994; Jordão,2007,2015).
- Teacher education (Gimenez,2005; Alarcão,2011,2018; Barcelos,2019, Tardif, ).
- Language education (Pennycook, 2001; Rajagopalan, 2003; Duboc,2015; Duboc y Ferraz,2011).
- Education and Health (Oliveira, Filho y Gonçalves,2008; Paula, Zaias y Silva; 2015; Fonseca,1999, 2010; Acampora,2015)



## Methodology:

- Qualitative ethnographic approach based on the research objectives. (Minayo 1999 2015; Bortoni -Ricardo, 2008; Geertz, 2014; Rocha, 2006; Peirano, 2014).
- Analytical procedure uses social cartography doing a cultural map of the studies carried out with research subjects. (Acselrad, 2000,2013; Andreotti,V.etall, 2018, Susa,2016; Acselrad y Coli, 2008).

## Investigation procedures: \_\_\_\_\_

- The Participants were selected based on their relationship with hospital education and their interest in the topic to be discussed. The study group consisted of 32 language teachers linked directly to the education of hospitalized students.
- By being an investigation of an ethnographic nature, the group activities consisted of reading and oral discussion of texts in conversations about the context of hospital education from the perspective of the participants.
- The generation of empirical material occurred throughout the entire process, audio and video recording of the meetings.
- The research was organized in two stages: the submission, in 2020, of an online form to ascertain the group's specific interests and the formation of an online study group in 2021. The meetings consisted of ten fortnightly 3-hour video-recorded sessions.

## The context of the investigation:

- Hospital Education follow-up of the teaching learning process of children and adolescents under health treatment, hospitalized.
- In Paraná, The Hospital Education Program created in 2007 by the Secretary of State for Education, focuses on giving continuity to the formal education process, in a hospital environment, accompanying the Elementary School, the High School and the youth and adult education.
- In Paraná, school services began at the Pequeno Príncipe Hospital, in 1987.
- In Brazil the children and adolescents education in hospital started from the 1960s onwards.

## Findings:

- There was a clear need to deepen teachers' language education, discuss critical literacy and describe its relationship with hospital education. It is essential that teacher education focuses directly on what is of immediate relevance to the literacy processes of students in hospital education. The participants brought different conceptions of literacy to the discussions and various ways of conceiving language teaching in hospital education; however, all of them recognized the crucial importance of critical literacy processes in their work with hospital education.

### Findings:

- “Literacy is directly related to the local culture”, and thus implies what “the community does with languages, how it uses them, what meanings it attributes to the process of reading, writing and communicating, etc.” (Barton, 1998, p.03).



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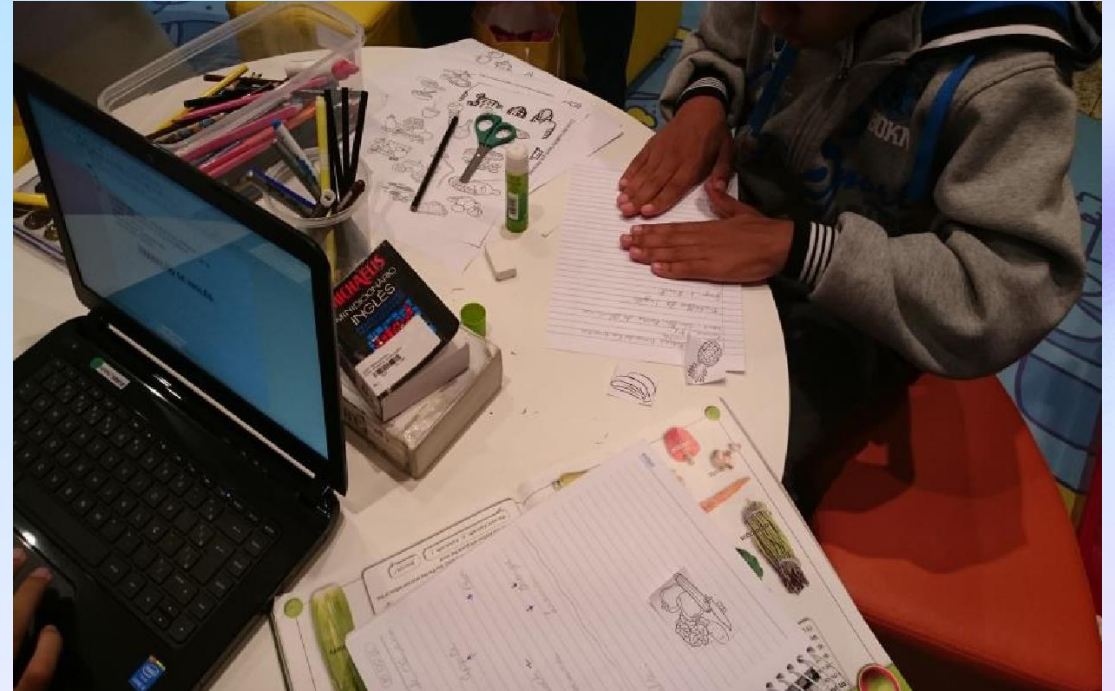
Fonte: Acervo de Prefeitura, 2022.

### Findings:

- In Freire's conception of education, literacies can be identified as a process of reading, acting, understanding and intervening in the world. Thus, "The act of reading always implies critical perception, interpretation and 'rewriting' of what is read." (FREIRE, 1981, p. 20).

### Findings:

- “A good teacher is someone who has a varied repertoire of approaches and strategies, and who uses them as she/he deems appropriate for his students’ needs: “good teaching is like dancing: you have to know several dance steps so that, depending on who your partner is and what song is playing, you can change the repertoire.” (JORDÃO, 2014, p.09).



Fonte: Hospital Pequeno Príncipe, 2017

## Conclusions and implications:

- The research highlights the need for continuous education of teachers.
- Indicates the needs and challenges of teachers in hospital education. (for example: pedagogical listening to students; develop personalized, situated teaching process; establish relationships and partnerships with the students' schools; working with the emotions and weaknesses of health treatment; being faced with the risk of death and accompanying the suffering in the face of the disease; beyond the challenges of teaching itself).
- It refers to a situated teaching perspective based on social practices.
- Emphasizes the role of literacies linked to the health process.
- From the perspective of critical literacy, it brings reflections on education and health, teaching – learning.



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