

# THE TEACHING METHODOLOGICAL AND PEDAGOGIC PRACTICE ANALYSIS FOR TEACHING ENGLISH AS FL/L3 FOR DEAF STUDENTS<sup>1</sup>

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## ABSTRACT

The present study deals with the analysis of the methodological and pedagogical practice of a teacher from the public-school system in which two deaf students are present in her classroom. Thus, the following specific objectives were outlined for this research: To observe the existence or not of specific material of English language teaching for the deaf people provided by the educational institution or by the teacher; Verify deaf students participation and interaction' during English language classes; Investigate if there are didactic inclusive adaptations of English classes by the teacher. This research was conducted through survey study sustained by the bibliographic research. The instruments used in data generation for this research were: non participating observation in English language classes and semi-structured interview with the teacher. This qualitative research was carried out at a public school, that is, an inclusive mainstream school in the Altamira-Pará city, in the Brazil's north. The results showed that both the teacher and the institution are aware of the responsibility in offering an inclusive and meaningful teaching for deaf students enrolled at the researched school. It is necessary, though, improve the pedagogical practices of the professionals involved in the teaching and learning of English as L3 / LE for deaf students through a continuing training.

**Key words:** Teaching Practice; TEFL; Inclusion; Deafness.

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## RESUMO

O presente estudo trata da análise da prática metodológica e pedagógica de uma professora da rede pública de ensino a qual possui dois alunos surdos frequentes em sua classe. Assim, foram delineados os seguintes objetivos para esta pesquisa: Observar a existência ou não de material específico de ensino de língua inglesa para surdos oferecido pela instituição de ensino ou pelo professor; Verificar a participação e a interação dos alunos surdos durante as aulas de inglês; Investigar se há adaptações inclusivas didáticas das aulas de inglês pelo professor. Esta pesquisa foi realizada por meio de estudo, sustentado pela pesquisa bibliográfica. Entre os instrumentos para coleta de dados, utilizaram-se: observação não participante de um recorte de aulas de inglês e entrevista semiestruturada com a professora selecionada como participante do estudo. Esta pesquisa qualitativa foi realizada em uma escola pública, ou seja, escola regular na cidade de Altamira-Pará, no norte do Brasil. Os resultados mostraram que tanto o professor quanto a instituição estão cientes da responsabilidade em oferecer um ensino inclusivo e significativo para alunos surdos matriculados na escola pesquisada. É necessário, no entanto, aprimorar as práticas pedagógicas dos profissionais envolvidos no ensino e aprendizagem do inglês como L3 / LE para alunos surdos, por meio de uma formação continuada.

**Palavras-chave:** Prática de Ensino; TEFL; Inclusão; Surdez.

## Introduction

The educational practices for many years have been viewed as meaningless teaching by the Deaf Community, maybe, by the fact that the classes were taught by hearing teachers, often without the necessary training and methodologies proper for teaching and learning English (this research case), an oral language, such as L3 for the deaf people. Thinking about that, this study aims to analyze the methodological and pedagogical practice adopted by a teacher in public mainstream schools (high school) to teach English as L3 / LE to two deaf students enrolled in her classroom. In order to achieve this general objective, the following specific objectives were considered relevant: To observe the existence or not of specific material for the English language teaching for the deaf provided by the educational institution or by the teacher; Analyze deaf student participation and interaction during English language classes; Check if there are inclusive adaptations of English classes by the teacher.

The context in which the research was conducted is commonly seen most throughout Brazil as the percentage are not bilingual education, those called inclusive mainstream schools. Thus, the present study is theoretically structured in three topics: the context that the deaf student is usually inserted in which issues such as identity, culture and constitutional and social recognition are indispensable elements and therefore has a fundamental role in this research.

The second topic of this study is briefly to broach the use of the material, in this case the student book *Circles* evaluated and provided by the Programa Nacional do Livro e do Material Didático (PNLD) or some made by the teacher herself, which according to SPASIANI (2018) *apud* TOMLINSON (2001) language teaching materials are “(...) qualquer coisa que pode facilitar a aprendizagem de língua” (p. 68).

In the third topic we will reflect on teacher training to work with deaf students, not only those involving scientific research in order to obtain scientific titles, but also those that support classroom practice for meaningful teaching, in the case of deaf students, the linguistic knowledge of Libras is one of the most paradigmatic examples of this, because despite the compulsory existence of this subject in higher education teacher training (Law 9.394/96 called *Lei de Diretrizes e Bases da Educação - LDB*) this is considered not enough for the teacher to become fluent and able to communicate with a deaf student, maybe, the non-regulation or Syllabus/Program

stipulation to be fulfilled in the undergraduate courses by the aforementioned law is one of the factors for this not to happen.

Regarding the methodological path that this research followed, we have as a data collection instrument the non-participating observation of four English language classes, as well as a semi-structured interview with the teacher. Having a qualitative nature, this research was carried out in an inclusive mainstream school in the city of Altamira in Pará state and had the free and informed consent of both the educational institution and the teacher participating in this research. As a conclusion, we have the final considerations, in which we seek to reflect on the results obtained in this study.

## **1. The deaf student in inclusive mainstream schools: linguistic accessibility**

From the late 1980s and early 1990s, discussions and studies on deafness, sign language and deaf education began to emerge based on the perspective of language as interaction, in which the individual uses the language to reflect on the thoughts, transmit messages and perform actions to obtain specific results in the interpretation with others. In this conception, “língua(gem) é interação, é negociação de sentidos e efeitos, considerando, sobretudo, a situação de comunicação e o contexto de produção”<sup>1</sup> (SPASIANI, 2018, p. 25).

However, the mistaken thoughts about deafness expressed over time have brought with them a number of challenges and needs. One of the largest, if not the largest, the linguistic need.

O surdo é aquele que se identifica como pessoa surda por compreender o mundo a partir de experiências visuais. A pessoa surda utiliza a Língua de Sinais para se comunicar e a Língua Portuguesa como segunda língua, prioritariamente, na modalidade escrita<sup>2</sup> (CRUZ, FERREIRA e VILELA, 2016, p. 07).

The cultural understanding of this minority is so necessary to the point that we cannot deal with deafness and language if we do not measure culture and identity in the same context. It is emphasized that the deaf culture is differentiated from the hearing people, in addition to the singularity of the language itself. It brings with it the perception and experience of a world that is widely different.

A cultura surda [...] é disciplinada por uma forma de ação e atuação visual. Sugiro a afirmação positiva de que a cultura surda não se mistura à ouvinte.

[...] Os significados construídos pelo ouvinte são diferentes dos significados construídos pelos surdos. O ouvinte constrói seus significados na audição; os surdos na visão<sup>3</sup> (PERLIN, 1998, p. 78).

From this assumption, the deaf began to conquer fundamental rights for their community since deafness is seen now as a linguistic and cultural difference and no longer as a pathology (WRIGLEY, 1996).

Carvalho (2014), on her study, describes the system of cultural meanings of teaching and learning of English language involving deaf and hearing students, through qualitative ethnographic research in which classes were observed in a school inserted in an association of deaf people. On this research, the author points out some challenges faced in the teaching and learning, including the impossibility of working with oral skills throughout English classes, because the deaf understand and interact with the world through visual experiences manifesting their culture mainly through the use of Libras (BRASIL, 2005). On the other hand, those oral skills are necessary to be acquired by the hearing students: a common conflict experienced at inclusive mainstream classes.

For deaf people, the sign language it is first language (L1), “Língua naturalmente adquirida pelo indivíduo, ou seja, sem a necessidade de instrução explícita”<sup>4</sup> (SILVA, 2019, p. 26). Then, we can understand language as a cognitive stimulant resulting from the interaction between its speakers. For Morato (2000), it is a mere mental representation of biological operations of the mind that happens in the minds of people who could not express the most diverse human purposes, if not, through the preconceived symbolic instrument. In addition, language influences,

A nossa própria percepção do que seja fazer parte de um coletivo social, isto é, ela materializa simbólica e cognitivamente nossas experiências, servindo-nos como instrumento comunicativo para com os nossos pares em uma comunidade de fala<sup>5</sup> (SILVA, 2019, p. 28).

Therefore, the most representative and paradigmatic result of the conquests of the deaf was undoubtedly the Brazilian Sign Language (Libras). The Law 10.436/02 recognized this language as a legal means of communication and expression of the deaf in this country.

Art. 1o É reconhecida como meio legal de comunicação e expressão a Língua Brasileira de Sinais - Libras e outros recursos de expressão a ela associados. Parágrafo único. Entende-se como Língua Brasileira de Sinais - Libras a forma de comunicação e expressão, em que o sistema linguístico de natureza

visual-motora, com estrutura gramatical própria, constituem um sistema linguístico de transmissão de ideias e fatos, oriundos de comunidades de pessoas surdas do Brasil<sup>6</sup> (BRASIL, 2002).

Libras is understood as spatial-visual language, different of oral auditory languages, they both resemble linguistic, morphological, syntactic, semantic, and grammatical aspects in which levels of understanding and interaction can occur equally, because, Libras

(...) possui uma estrutura gramatical própria com todos os elementos constitutivos da estrutura gramatical presente nas demais línguas orais. [...] Têm-se níveis linguísticos que também fazem parte da língua de sinais que são: a fonologia, a morfologia, a sintaxe, a semântica, a pragmática<sup>7</sup> (GÓES e CAMPOS, 2014, p. 65-66).

In spite of grammatical points being not the high point of this research, it is considered important to mention, even if little, linguistic equivalences existing in sign languages as well as in auditory oral languages.

Knowing the various linguistic differences between hearing and deaf people, we seek to understand now, what is the role of inclusive mainstream school in the scenario where deaf and hearings share the same classroom experience? “Uma proposta educacional para surdos deve considerar, entre outras questões fundamentais, essas implicações linguísticas”<sup>8</sup> (QUADROS, 2014, p. 121). In this sense, it is necessary discuss about what would be necessary in an inclusive mainstream school to receive and serve deaf people according to all the peculiarities that this community brings with it. According to Strobel

O ideal sobre a inclusão nas escolas de ouvintes, é que as mesmas se preparem para dar aos alunos surdos os conteúdos pela língua de sinais, através de recursos visuais, tais como figuras, língua portuguesa escrita e leitura, a fim de desenvolver nos alunos a memória visual e o hábito de leitura; que recebam apoio de professor especialista conhecedor de língua de sinais e enfim, proporcionando intérpretes de língua de sinais, para o maior acompanhamento das aulas<sup>9</sup> (2006, p. 252).

Thus, it is realized that receiving deaf students in inclusive mainstream schools requires careful preparation of the environment and the people who will work directly or indirectly with this public. Still according to the author, dispose of materials prepared for the deaf, subjects taught in Libras, stimulating the visual memory and the development of reading are good fruits coming from the teaching and professional practice of the teacher.

The decree 5.626/05, that regulates Law 10.436/02, provides the responsibility of inclusive mainstream schools to ensure the inclusion of deaf students.

**Art. 22.** As instituições federais de ensino responsáveis pela educação básica devem garantir a inclusão de alunos surdos ou com deficiência auditiva, por meio da organização de:

I - escolas e classes de educação bilíngue, abertas a alunos surdos e ouvintes, com professores bilíngues, na educação infantil e nos anos iniciais do ensino fundamental;

II - escolas bilíngues ou escolas comuns da rede regular de ensino, abertas a alunos surdos e ouvintes, para os anos finais do ensino fundamental, ensino médio ou educação profissional, com docentes das diferentes áreas do conhecimento, cientes da singularidade linguística dos alunos surdos, bem como com a presença de tradutores e intérpretes de Libras - Língua Portuguesa<sup>10</sup> (BRASIL, 2005).

Still according to that decree, students must be provided with an educational interpreter in all basic and college education, as in all levels, modalities and stages.

**Art. 21.** A partir de um ano da publicação deste Decreto, as instituições federais de ensino da educação básica e da educação superior devem incluir, em seus quadros, em todos os níveis, etapas e modalidades, o tradutor e intérprete de Libras-Língua Portuguesa, para viabilizar o acesso à comunicação, à informação e à educação de alunos surdos<sup>11</sup> (BRASIL, 2005).

As text exposed in the decree, it is the interpreter's duty to make it possible, in other words to contribute, for deaf students to access communication, information and education.

On the whole, in spite of the right provided by law, the real scenario of what happens in Brazilian classrooms is different from the constitutionally defended one. The scarcity of bilingual schools, the lack of domination of Libras by mainly teachers, the environment of hearing students and teachers results to deaf students a translation/interpretation-mediated class in a teaching process designed by hearings to hearings.

## **2. Teaching English as FL/L3 for deaf people**

In this section, we try to bring to the reflection some considerations about the didactic materials that help the teaching practice in the teaching of English for deaf students. Therefore, for the teaching material, the definition of ZABALA (1998) the didactic material are "Meios que ajudam os professores responder aos problemas concretos que as diferentes fases do processo de planejamento, execução e avaliação

lhes apresentam<sup>12</sup>" (ZABALA, 1998, p. 168). For SPASIANI (2018), *apud* Tomlinson (2001, p. 66), those resources are:

"(...) qualquer coisa que pode facilitar a aprendizagem de língua." Dentre essas coisas, estão os livros didáticos (LD), resumos, tarefas, vídeos, jogos, CDs, DVDs, apostilas, quadro, quadro interativo, exercícios fotocopiados elaborados pelo professor, Internet etc.<sup>13</sup>

Once considered the concept of teaching material, we will continue to reflect on their practical issues in real contexts of communication, since "todo material é baseado em uma determinada abordagem<sup>14</sup>" (ALMEIDA FILHO, 2013) in which it is justified as "Conjunto de conteúdos [...] e de processos previstos [...] que apoiam a (re)criação de experiências com e na língua-alvo conforme a postura de uma determinada abordagem(...)"<sup>15</sup> (ALMEIDA FILHO, 2011c, p. 118).

Góes e Lodi *et al* (2011) affirms "A Política de Educação Inclusiva proposta pelo Ministério da Educação está ligada à teoria crítica, ou seja, está de acordo com o termo da diversidade"<sup>16</sup>, but it is noticed that in some contexts this does not occur as demanded by the laws and current governmental programs, therefore, the author reinforces that "A teoria crítica visa a estimular a diversidade e não a educação da alteridade, tendo em seu campo uma pedagogia que favorece a inclusão como meio de integrar tudo em um único sistema"<sup>17</sup> (GOES e LODI *et al*, 2011, p. 36-37). In this sense, we can continue to argue about the importance of conscious choice that tend to make foreign language teaching for deaf students somewhat less unequal as an inclusive regular school context in which the peculiarities of planning in the conscious choice of the didactic material adopted.

With regard to the importance of the use of didactic material for FL teaching, there is a great deal of research CUNNINGSWORTH (1984, 1995); CORACINI (1999, 2003); LEFFA (2008); RAMOS E ROSELLI (2008); ROCHA AND TÍLIO (2009). In this way, students will be able to use their knowledge and skills in order to understand the specific needs of themselves. Therefore, "A escolha deve ser consciente e se basear em critérios de avaliação e elaboração a partir do grupo de alunos que se tem e de suas necessidades<sup>18</sup> (SPASIANI, 2018, p. 68).

According to Richards and Renandya (2002), the teaching materials are of utmost importance in teaching, since for teachers they are as much information and content base as a balance of skills. For students, they are the way to get in touch with the peculiarities of the language beyond that acquired with the teacher.

The materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in [...] For learners, materials may provide the major source of contact they have with the language apart from the teacher (RICHARDS AND RENANDYA, 2002, p. 66).

In this sense, the didactic material is an essential tool for both teachers and students, as they play the role of helping the teacher support and mediate interaction, as well as offering students an extra experience in contact with the language studied.

In Brazil, there is a program entitled *Programa Nacional do Livro e do Material Didático* (PNLD), regulated by Decree 9,099/17: “Tem como objetivo selecionar, avaliar e fornecer materiais didáticos às instituições públicas de ensino nos níveis da educação básica, como suporte ao trabalho docente”<sup>19</sup> (BRASIL, 2017). The textbook adopted by the researched school was, at the time of the research, *Circles*. Silva about this textbook affirms

(...) utiliza como pressuposto metodológico o ensino-aprendizagem das quatro habilidades linguísticas, não fazendo menção em relação a uma adaptação estratégica quanto às habilidades de “speaking” e “listening” para alunos não ouvintes<sup>20</sup> (SILVA, 2019, p. 72).

In fact, all teaching material, be it authentic or pedagogic must be passive of adaptations and modifications for the goals can be reached. About it, Mendes points out that the teaching material "(...) Deve poder ser adaptado, modificado, adequado a diferentes situações, de acordo com as percepções do professor quanto aos desejos e necessidades dos alunos"<sup>21</sup> (MENDES, 2012, pp. 366-367), so that the teacher can adjust according to the situation and context. Spasiani (2018, p. 69) emphasizes the importance of LE teaching strategies, which, according to her, are “totalmente viáveis ao processo de ensino e aprendizagem de uma LE, sobretudo de alunos surdos, haja vista a escassez de materiais previamente construídos e desenvolvidos para esse fim particular”<sup>22</sup>. According to her, the strategies can serve as support for the teacher in times of demanding less resource.

It is agreed with both authors on the importance of both the adaptation of materials and the use of learning strategies, where, used according to the needs of each context and public, they can “Tornar o processo de ensino e aprendizagem cada vez mais eficiente e significativo para esses aprendizes”<sup>23</sup> (Ibidem, p. 37).

### **3. Continuing teacher training and Libras**

Over the years preceding the present, the teacher training in Brazil has made significant progress, an example of this change needed, was Law 9,394 /96 called *Lei de Diretrizes e Bases da Educação* (LDB) which institutionalized, among other aspects, the requirement of undergraduate degree course for teaching.

Art. 62. A formação de docentes para atuar na educação básica far-se-á em nível superior, em curso de licenciatura, de graduação plena, em universidades e institutos superiores de educação, admitida, como formação mínima para o exercício do magistério na educação infantil e nas quatro primeiras séries do ensino fundamental, a oferecida em nível médio, na modalidade Normal<sup>24</sup> (BRASIL, 1996).

In addition to the minimum training required, Licentiate (degree), there is also, what we call continuing teacher training. On this issue, Imbernón points out that it should not be linked to individualistic quantitative aspects of scientific, didactic or psycho-pedagogical updating, but rather

Apoiar, criar e potencializar uma reflexão real dos sujeitos sobre sua prática docente nas instituições educacionais e em outras instituições, de modo que lhes permitisse examinar suas teorias implícitas, seus esquemas de funcionamento, suas atitudes, etc. estabelecendo de forma firme em processo constante de autoavaliação do que se faz e por que se faz<sup>25</sup> (IMBERNÓN, 2010, p. 47).

In fact, teacher education does not end at the end of the cycle of whatever scientific degrees, as mentioned by the author; this education should not only start from the eyes of the specialists, but mainly from the teacher himself, whose adversities are faced in everyday life in the classroom.

First, in the training cases required to work with deaf students, all teacher training courses, that is, the degree students must present in their curriculum the discipline of Libras. However, another barrier is present in this regard, since Decree 5.626/05 does not establish exactly the norms or hours (Program or Syllabus) required for this.

Second, it is a reflection about the importance of the use of Libras in the continued teacher training for work with deaf students. It is essential to consider inclusion as a predominant factor in every process, because "Na inclusão, a deficiência não é mais um problema das pessoas, mas sim o resultado da incapacidade da sociedade para atender às suas necessidades"<sup>26</sup> (MEDEIROS, 2011, p.33). According to her, on the model of inclusion, the obligation to welcome and develop an effective

education for all people is a mandatory role of society to cause the interaction between students.

It is from these reflections that questions about the importance of ongoing training of teachers in a meaningful way.

For Dall'Acqua (2007, p.189):

As the orientation of an inclusive nature follows, it becomes increasingly necessary and complex the process of training special education teachers, either in the search for the definition of their roles in the educational scenario that presents itself, or in what concerns the knowledge necessary for the consolidation of pedagogical practices and conditions of professionalism to face a changing reality.

By these reasons, teachers have a fundamental role in the teaching process in which they are the educational support of the students through the available resources (Medeiros, 2011). In addition, it is important to highlight that for the success of inclusion it is necessary the involvement of all in the process, because

Uma vez que os professores trabalhem em equipe, expondo suas dificuldades, bem como sucessos, preocupações, sugestões, disseminação de exemplos [...] ajudaria a promover o ensino e a aprendizagem<sup>27</sup> (BRASIL, 1994, p.10).

Medeiros (2011) uses the text presented in the Salamanca declaration in which is emphasized that "(...) A preparação de todos os educadores constitui um fator chave na promoção (...) do progresso escolar inclusivo"<sup>28</sup>. Furthermore, Sousa (2014) deals more than once with the importance of working at LIBRAS as a mediator of the whole process of linguistic formation of the deaf individual, according to her

Existe ainda a questão central da identificação cultural e afetiva com a língua. Os estudantes surdos, por apreenderem o mundo de forma essencialmente visual, precisam de uma língua de sinais – ou seja, uma língua viseo-espacial – para significar a sua relação com o objeto de estudo (os conteúdos escolares – entre eles, a própria segunda língua) e a sua interação com o outro<sup>29</sup> (SOUSA, 2014, p. 1024).

By we shared that same author's opinion, we conclude that deaf students need classes in their own (sign) language because they understand and mean the world through the visual form in which cultural and identity issues are unique to that community. For teachers, continuing education is yet another tool to make this teaching meaningful and truly inclusive.

## 4. Methods

Despite the achievements, henceforth much persistence of the Deaf People<sup>4</sup>, they still share many challenges that still need and must be overcome, for example the realities in the mainstream schools (called inclusive), that is, not bilingual. In this scenario, most deaf individuals found themselves enrolled (SILVA, 2019). According to official documents of the inclusion law, already mentioned, it is the right of the deaf to have access to meaningful, inclusive and interactionist<sup>5</sup> with the other students, the hearing ones. The point that remains is whether this actually happens in school practice, that is, in attitudinal awareness and not just mandatory. To investigate this topic, this research aimed to analyze the teaching practice in methodological and pedagogical aspects in relation to English language teaching as FL/L3 for deaf students.

Considering this general objective, the following objectives were outlined as specific: To observe the existence or not of specific material for the English language teaching for the deaf provided by the educational institution or by the teacher him/herself; Analyze deaf student involvement and interaction during English language classes; Check if there are inclusive adaptations of English classes by the teacher.

To achieve the proposed objectives, this study was directed to the participants and the selected context so that both would provide the data necessary to collaborate with this research, thus, it is a qualitative research: “Tem como preocupação a análise de fenômenos, para a qual a habilidade e postura interpretativa do pesquisador são extremamente necessárias”<sup>30</sup> (SILVA, 2019, p. 55).

### 4.1 Participants

The present study was conducted in Altamira (state of Pará), North of Brazil, more specifically in a state inclusive mainstream high school, named in this study as

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<sup>4</sup> O povo surdo é grupo de sujeitos surdos que tem costumes, história, tradições em comuns e pertencentes às mesmas peculiaridades, ou seja, constrói sua concepção de mundo através da visão. (STROBEL, 2008b, p.5)

<sup>5</sup> Vygotsky considera o aspecto interacionista como um plano intersubjetivo em que segundo ele, é na troca comunicativa entre as pessoas que as funções mentais superiores têm origem (FOSNOT, 1999; BOCK; FURTADO; TEIXEIRA, 2002, p. 107).

Inácia dos Santos (fictitious name, as well as all other nominative references in this session). The participant selected for this research was Milena, an English teacher. In addition, a classroom with deaf students was elected, in this case, 2nd year of high school<sup>6</sup>.

Inclusion criteria were: being a teacher in the public school system, mainly in English language; have at least one deaf student in her classes.

## 4.2 Instruments

Due to the qualitative approach presented in this research, we opted for data collection instruments capable of offering sufficient support to answer the research questions proposed in this work. In addition, the instruments chosen were non-participating observation in the classroom, clipping of five observed classes, and a semi-structured interview with the teacher. The first one (non-participating observation) acts as a support and complement to the analysis of the answers of the questions made to the participant teacher.

Observation, although not playing a leading role in research, does not exempt its importance in data collection because it presents itself as a way to obtain information on certain aspects of reality. (MARCONI e LAKATS, 2003) assume that "(...) Não é apenas ver e ouvir, mas também examinar fatos ou fenômenos que se deseja estudar"<sup>31</sup> (p.190).

It reinforces once again that we opted for observation so that the research could investigate the use of English teaching strategies for deaf students, the interaction between student-teacher-interpreter, use of teaching material and/or adaptation for teaching deaf students. The researcher did not interfere in the course of the classes with the intention of not provoking changes on the daily school life and in order to obtain results more similar possible to reality.

From the research perspective, the semi-structured interview provides a balance between theoretical and practical views when dealing with qualitative research, according to Rees e Mello (2011) "A abordagem ideal para o tratamento de questões que envolvem a sala de aula de segunda língua/língua estrangeira"<sup>32</sup> (REES

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<sup>6</sup> In Brazil, the official nomenclature is *segundo ano* and *Ensino Médio* respectively.

e MELLO, 2011, p. 30). Nevertheless, it is necessary to have, previously, the objectives outlined, because

A realização de uma boa entrevista exige: (a) que o pesquisador tenha muito bem definidos os objetivos de sua pesquisa[...] que ele conheça, com alguma profundidade, o contexto em que pretende realizar sua investigação [...]c) a introyeção, pelo entrevistador, do roteiro da entrevista [...] d) segurança e autoconfiança; e) algum nível de informalidade, sem jamais perder de vista os objetivos que levaram a buscar aquele sujeito específico como fonte de material empírico para sua investigação<sup>33</sup> (DUARTE, 2004, p. 216).

After careful consideration of this source, it was realized that the advantages in favor of it were aligned exactly with the objectives sought and that the semi-structured interview could provide more information about what it proposed to research, more than other data collections instruments as a questionnaire, for example. Moreover, this instrument flexible organization of the questions on which, we can broaden them as information is provided by the participant (FUJISAWA, 2000). Regarding, the semi-structured interview with the teacher took place inside the teaching institution at a different time to the shift of the observed classes, as this was agreed with both the institution and the teacher interviewed.

Thus, the procedures after the interview, it was necessary to make a faithful transcription of the information collected. Belei *et al.* (2008) *apud* Schraiber (1995) indicate the use of a tape recorder to conduct the interview to record important elements of spontaneous communication such as pauses for reflection, doubts, intonation changes and so on<sup>7</sup>.

However, the researcher himself should transcribe and analyze the collected data, because <sup>34</sup>"palavras e comportamentos não-verbais como riso, choro, diferenças na entoação da voz, gestos que foram registrados, etc" (BELEI *et al* 2008, p. 190 *apud* SCHRAIBER, 1995) may suggest alterations of meaning and non-truthful information to the research, but this information must be analyzed in front of the other discourses and concepts that underpin the work. (MAGNANI, 1986). This method requires planning, theoretical preparation and technical skill at the time of data collection, transcription and analysis, as well (DUARTE, 2004).

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<sup>7</sup> The tape recorder in this case was appropriate because the participante teacher is a hearing person.

It is believed that the chosen instruments met expectations during the course of this research and were able to provide the necessary and relevant information to answer the investigation questions.

## 5. Data Analysis

At this moment, the relevant considerations regarding the data collected for this research will be presented and discussed. It is noteworthy that their analysis, as well as the discussion will be held in light of the theoretical foundation presented. It is important to clarify that the non-participating observation modality was chosen so that the researched scenario does not change in its daily occurrence, because having someone who is not a student or teacher present in the classes can generate different behaviors from the usual practice of the teacher and from students.

The data presented in this study will not have a chronological order to follow, since they were collected as the facts were happening in the meantime for the data collection. Therefore, we use recording clippings and notes of observations made during the classes to support the research intentions that are, analyze the teaching practice in order to understand how the English language classes are going for deaf students.

Table 1 – Symbols used in interview translation and transcription

OCCURRENCES	SIGNALS
Pause	[...]
Interrupted or incomplete idea	(*)
Emphasis	<b>CAPS LOCK</b>
Transcriber / Researcher Comment	{ }

Source: Research data (2019)

The English teacher (Milena) shows herself as a professional concerned about her professional career, especially regarding Libras learning and her continuing training to work with deaf students. In this clipping, for question, “**What is your academic background?**” the teacher talks about her training:

*“Well, I have a degree from UFPA in English Language Letters Course, I finished in 2016 and also, then, soon after, in 2017, I made specialized in Education Diversity and Society also at UFPA”.*

Then, still within this question, the teacher adds:

*“Then, in this case, **NOW**, I am [...] going to start a specialization also in the area of inclusive education.”*

It is possible to perceive in these few lines the interest and concern of Milena with her professional career, but especially with regard to the teaching of her students. For the researcher emphasizing the term "**NOW**" the teacher suggests us as something that needs to be done as soon as possible. In addition, according to the observation during class, she demonstrates that she needs more training to work with her deaf students.

Continuing about her background and relationship with Libras, at the end of the interview, amid other questions, she says:

*“I am also a Libras student of the course at UFPA”*

In addition, search a continuing education beyond a scientific degree, Milena is once again concerned primarily with how to improve her practice in teaching and learning English, especially for deaf students. As an example, we observed the communication in Libras that Milena can maintain with two deaf students present in her classes without the interference or translation of the interpreter.

Asked about her pedagogical and methodological practice in the classroom, Milena promptly answers,

*“Yes, I make adaptations of what I am going to work on in specific [...] classes for them as well as for the other students, **AND THEY LIKE IT**, feel motivated” {smiling expression}.*

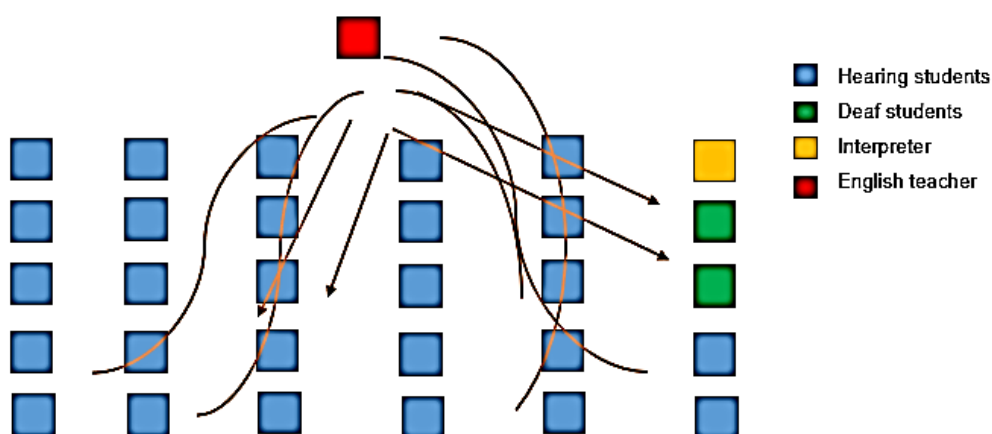
When Milena talks about specific adaptations, she refers to those that can bring her students a greater involvement and understanding of the classes, because,

the teaching materials are of utmost importance in teaching, since for teachers they are as much information and content base as a balance of skills. For students, they are the way to get in touch with the peculiarities of the language beyond that acquired with the teacher (RICHARDS e RENANDYA, 2002). We realize that, in this context, the teacher not only takes into account the specifics of the deaf, but also the hearing students involved in the process. The junction between the smile and the emphasis that the teacher makes evident in her response, the satisfaction of bringing to the classroom ways that reach her students, both deaf and hearing, enhance their motivation and interest in the English language.

In order to analyze how the teacher interacted with the students, the map (figure 1) was considered important to observe the main displacements of Milena in the first two classes observed within 20 minutes of class.

Although the circle/semicircle disposition of chairs is ideal in a room with deaf students, the queued arrangement in which the deaf remained during the observations also favored the interaction of both the teacher with them and the other students, since the deaf were within visual range of other classmates.

Figure 1 - Classroom map.



Source: Author's own (2019).

During a moment in class, the teacher let the deaf students teach the hearing schoolmates Libras vocabulary so they could understand their presentation. At this moment, the deaf, positioned on the right side, went to the front of the room (where Milena's table was), even when they returned to their seats, still answering questions

that the hearing students asked about Libras. It was found that this interaction did not only happen with students who were positioned in front of or next to the deaf, but also with those at the bottom of the classroom and on the opposite side of them.

Regarding the availability of specific teaching material for deaf students, Milena says she does not have this resource available, but noting this challenge, she makes a point of bringing her own material made or adapted by her. Although, the school shows concern about the issue of deaf students, the lack of specific teaching material for them is one of the problems faced by the professional.

When asked about the availability or existence of specific material for teaching English, the teacher answers:

*“No, {disappointed expression} so deaf-specific [...] materials don't have, right?! The material we have at school would be the {circles} textbook they get every year to use. Then the teacher has to look for the resources he needs to work with deaf students, right?! So, it would be resources apart, right! (\*). The school is also concerned about students who have this need, but have no specific material for them.”*

The material available at the school is the book *Circles* provided by PNDL, although the communicative approach is present in it, the material has no specific adaptations or lessons for deaf students. Therefore, while the school is concerned about the specificities of deaf students, it does not appear to have government support, resources or investments in these issues. It is noteworthy that this school where the research took place has an AEE<sup>8</sup> room, meeting the national inclusion policy<sup>9</sup> that has been in operation for over fifteen years, according to information from the institution itself.

Still according to last clipping, the disappointed expression of the teacher regarding the lack of didactic material sometimes appears as a daily obstacle to be overcome, mainly because it makes it difficult for students to learn English, but also because it causes their demotivation in the learning process. About it, the researcher interferes a little more deeply and asks Milena, in her opinion, if there were specific

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<sup>8</sup> Specialized Educational Care.

<sup>9</sup> Decreto nº 7.611/2011 que dispõe sobre a política brasileira de inclusão nacional.

material for teaching English to deaf students, her teaching practice would be improved. Quickly, still in the researcher's speech shift, the teacher answers:

{head nods showing affirmation sequences} *“It would be [...] much better to have this material [...] for them would help a lot, **BECAUSE THE TEACHER USES SPECIFIC MATERIALS FOR THEM, THEY'RE FEEL MORE MOTIVATED.**”*

Milena's spontaneous and slightly quick reaction in answering the question raised how important would be the existence of teaching material for the teaching and learning of deaf students and more. If they were specific for teaching English to them, the existence of this resource, in the teacher's opinion, also involves the question of motivation and autonomy.

*“**THEY FEEL MORE MOTIVATED.** They like to pay attention; they like to look for knowledge, so they would really have a much better learning experience.”*

For Lourenço and Paiva (2010) motivation plays an important role in the learning process taking into account all the challenges faced in everyday life in the classroom.

No contexto educacional a motivação dos alunos é um importante desafio com que nós devemos confrontar, pois tem implicações diretas na qualidade do envolvimento do aluno com o processo de ensino e aprendizagem [...]. A motivação do aluno é uma variável relevante do processo ensino/aprendizagem, na medida em que o rendimento escolar não pode ser explicado unicamente por conceitos como inteligência, contexto familiar e condição socioeconômica<sup>35</sup> (LOURENÇO e PAIVA, 2010, p. 133).

Undoubtedly, there is still much to improve in teaching, not only for the deaf, but for everyone. However, seeking training, taking into account the specificities of each audience are important tools in the process, as Lourenço and Paiva (2010) explain, school performance is not linked to conditions conceptualized by intelligence, family context or socioeconomic condition but also to internal factors as is the case with motivation.

Another important aspect in this context is the autonomy that this resource, if available at school, could bring to deaf students, as the English teacher herself states,

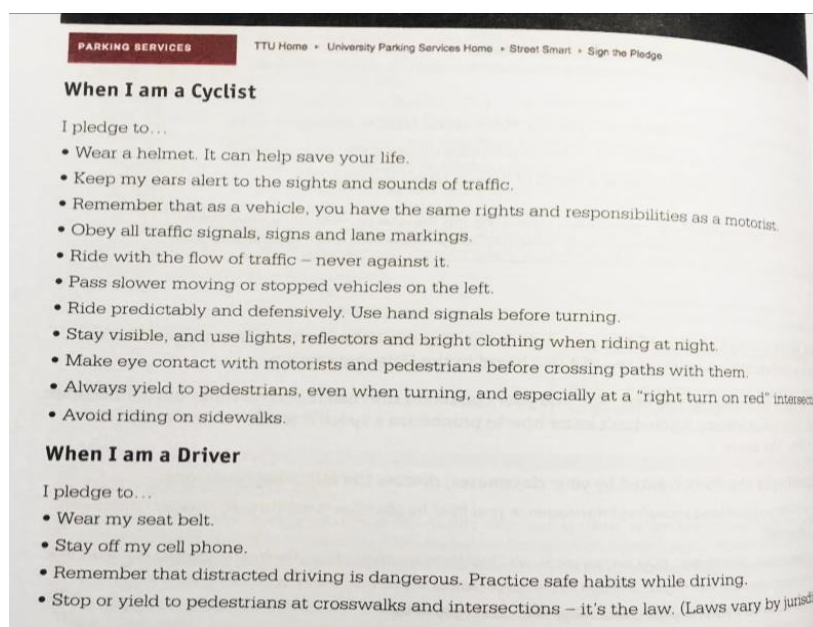
they like to seek knowledge. In this sense, it is necessary that this autonomy to be encouraged by the teacher, for Miccoli (2005) that can be possible:

Através de atividades que promovam o desenvolvimento de autonomia, o professor estará levando seu aluno (a) a tornar-se um indivíduo que entende que a aprendizagem é um processo de natureza cooperativa – professor, aluno e colegas trabalham juntos<sup>36</sup> (MICCOLI, 2005, p. 34).

In these first two classes, the teacher started by asking the students if they were done the activity solicited in the last class, previously Milena had asked them to prepare for a short presentation on the ideas on page 78 (they should choose only 2 questions). While Milena explained in Portuguese what should be done, using only examples on the board in English, the interpreter interpreted this for deaf students.

The activity consisted of choosing two questions in which simple sentences (English) should be produced that complement the idea of the topics: *When I am a Cyclist...* and *When I am a Driver...* (figure 2)

Figure 2- Activity



Source: Carvalho; Kirmeliene et al. (2016, p. 78).

During this class, students (both deaf and hearing), focused on producing the sentences and should present in the next class. Interestingly, the doubts regarding English-language vocabularies were addressed to Milena, while the doubts concerning the signs (vocabularies) in Libras were made directly to the two deaf students in the classroom, the hearing typed the word they would like to know, and the deaf made the corresponding sign. All students participated in this moment when there was interaction of everyone involved in the process. Although most of the time the interpreter helped with her translation, the fact was that the activity provided them with a unique moment of learning both languages: English and Libras.

The next class, the deaf students started the presentations. First by teaching some signals (with the help of the interpreter) so that colleagues could follow their presentation. Second, they began their performances in which each of the two deaf presented two sentences to their classmates without interference from the interpreter. The purpose of this activity was precisely to make deaf and hearing students interact without communication being interpreted or translated by the interpreter, so the teacher insisted that instead of presenting the hearings the two sentences requested, the activity had English and Libras versions.

## **Conclusion**

This study aimed to understand through the teaching practice analysis how the teaching of English as L3 / LE is happening for deaf students in mainstream schools. Although not considered the best approach to teaching and learning for deaf students, the mainstream schools plays a key role in shaping the deaf individual because it is responsible for providing them with meaningful and inclusive education.

For this to happen, some of the deaf people's singularities must be respected and undervalued, because, unlike hearing people, the deaf understand the world around them visually, through a singular language and guided by the use of signs to signify what is intended. In the case of Brazilian deaf people, they have Libras as their official language. However, it is not just the linguistic but also the cultural aspects that must be carefully considered when teaching deaf students.

In public school, English it is considered a fundamental course so that cultural issues brought by their own language are deepened among all the students involved in the process. Moreover, through this discipline it is possible to cause greater

interaction between languages (Portuguese-Libras-English) in such a way as to enable hearing students to recognize value and respect the peculiarities of deaf classmate. There are, however, challenges regarding this teaching for deaf students. Teacher training is the main gap pointed out in this type of educational process, because the training of these professionals is focused on the teaching of hearing students in which, despite the compulsory existence of the Libras discipline in the curriculum, they are not prepared enough to work with the deaf audience. As a result, the continue teacher training is recurrent and should be encouraged and emphasized at all stages of the teacher's professional experience in order to further improve their educational practice.

Regarding the data collected and analyzed in this research, in general, there was concern expressed by both the teacher and the institution in offering an inclusive and meaningful teaching for deaf students frequent in school. Consequently, it is believed that the results achieved in this research may be useful as contribution tools to pedagogical practices of professionals in the field of FL and thus reflect on different ways of working the teaching and learning of the English language as L3 for deaf students through the analysis of their methodological and pedagogical practices always seeking to combine this with the necessary continuing training.

## Translation List

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<sup>1</sup> “Language (gem) is interaction, it is the negotiation of meanings and effects, considering, above all, the communication situation and the production context.”

<sup>2</sup> The deaf is the one who identifies himself as a deaf person for understanding the world from visual experiences. The deaf person uses Sign Language to communicate and Portuguese as a second language, primarily in written mode.

<sup>3</sup> Deaf culture is [...] disciplined by a form of action and visual performance. I suggest the positive statement that deaf culture does not mix with the listener. [...] The meanings constructed by the listener are different from the meanings constructed by the deaf. The hearing people constructs his meanings in hearing; the deaf in vision.

<sup>4</sup> “Language naturally acquired by the individual, that is, without the need for explicit instruction”

<sup>5</sup> Our own perception of what it means to be part of a social collective, that is, it symbolically and cognitively materializes our experiences, serving us as a communicative tool for our peers in a speech community.

<sup>6</sup> Art. 1º. The Brazilian Sign Language - Libras and other associated expression resources are recognized as a legal means of communication and expression.

Single paragraph. The Brazilian Sign Language - Libras is understood as the form of communication and expression, in which the linguistic system of a visual-motor nature, with its own grammatical structure, constitutes a linguistic system for the transmission of ideas and facts, coming from deaf people's of Brazil communities.

<sup>7</sup> [...] has its own grammatical structure with all the constitutive elements of the grammatical structure present in the other oral languages. [...] There are linguistic levels that are also part of sign language which are: phonology, morphology, syntax, semantics, pragmatics.

<sup>8</sup> An educational proposal for deaf people must consider, among other fundamental issues, these linguistic implications.

<sup>9</sup> The ideal in 'hearing' schools about the inclusion is that they are prepared to provide deaf students with sign language content through visual aids such as pictures, Portuguese writing and reading to develop visual memory and reading habit; who receive support from a sign language expert and finally provide sign language interpreters.

<sup>10</sup> Art. 22. The federal educational institutions responsible for basic education must ensure the inclusion of deaf or hard of hearing students by organizing:

I - bilingual schools and classes open to deaf and hearing students with bilingual teachers in early childhood education and in the early years of elementary school;

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II - bilingual schools or regular schools of the regular education system, open to deaf and hearing students, for the final years of elementary, high school or vocational education, with teachers from different areas of knowledge, aware of the linguistic uniqueness of deaf students, as well as the presence of translators and interpreters from Libras - Portuguese Language.

<sup>11</sup> Art. 21. From one year of the publication of this Decree, the federal institutions of basic education and higher education must include, in their staff, at all levels, stages and modalities, the translator and interpreter of Portuguese-Libras, to enable access to communication, information and education for deaf students.

<sup>12</sup> Means that help teachers respond to the specific problems that the different stages of the planning, implementation and.

<sup>13</sup> “[...] anything that can facilitate language learning.” These include textbooks (LDs), summaries, tasks, videos, games, CDs, DVDs, handouts, whiteboards, interactive whiteboards, photocopied exercises. elaborated by the teacher, Internet etc.

<sup>14</sup> “all material is based on a particular approach”

<sup>15</sup> set of contents [...] and envisaged processes [...] that support (re) creating experiences with and in the target language according to the stance of a particular approach [...]”

<sup>16</sup> “the Inclusive Education Policy proposed by the Ministry of Education is linked to critical theory, that is, it is in accordance with the term of diversity”

<sup>17</sup> Critical theory aims to stimulate diversity rather than the education of otherness, having in its field a pedagogy that favors inclusion as a means of integrating everything into one system.

<sup>18</sup> The choice must be conscious and based on criteria of assessment and elaboration based on the group of students and their needs.”

<sup>19</sup> “Aims to select, evaluate and provide teaching materials to public educational institutions at the levels of basic education, as a support to teaching work”

<sup>20</sup> It uses as a methodological assumption the teaching and learning of the four language skills, making no mention of a strategic adaptation of speaking and listening skills to non-listening students.

<sup>21</sup> It must be adapted, modified, and appropriate to different situations, according to the teacher's perceptions of the students' wishes and needs.

<sup>22</sup> Totally viable to the teaching and learning process of a LE, especially deaf students, given the shortage of materials previously built and developed for this particular purpose.

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<sup>23</sup> “become able this process for teaching and learning increasingly efficient and meaningful for these learners”

<sup>24</sup> Art. 62. The teacher training to act in the basic education will take place in the superior level, in degree course, full degree, in universities and institutes of education, admitted, as minimum formation for the exercise of the teaching profession in the kindergarten and in the first four grades of elementary school, the one offered in high school, in the Normal mode.

<sup>25</sup> Give support, create and enhance a real reflection of subjects about their teaching practice in educational institutions and other institutions, so that they could examine their implicit theories, their schemes of operation, their attitudes, etc. firmly establishing a constant process of self-assessment of what is done and why it is done.

<sup>26</sup> "In inclusion, disability is no longer a problem for people, but the result of society's inability to meet their needs."

<sup>27</sup> Once teachers work in teams, exposing their difficulties as well as successes, concerns, suggestions, dissemination of examples would help [...] promote teaching and learning.

<sup>28</sup> [...] the preparation of all educators is a key factor in promoting [...] inclusive school progress.

<sup>29</sup> There is also the central issue of cultural and affective identification with language. Deaf students, because they grasp the world in an essentially visual way, need a sign language - that is, a viso-spatial language - to signify their relationship with the object of study (school contents - among them, the second language itself). language) and its interaction with the other.

<sup>30</sup> It is concerned with the analysis of phenomena, for which the researcher's ability and interpretive posture are extremely necessary.

<sup>31</sup> It is not only seeing and hearing, but also examining facts or phenomena that one wishes to study.

<sup>32</sup> The ideal approach to addressing issues involving the second language / foreign language classroom”.

<sup>33</sup> To conducting a good interview requires: (a) that the researcher has very well defined the objectives of his research [...] that he knows, with some depth, the context in which he intends to conduct his research [...] c) the interviewer's introjection of the interview script [...] d) security and self-confidence; e) some level of informality, never losing sight of the objectives that led to seeking that particular subject as a source of empirical material for their investigation.

<sup>34</sup> "nonverbal words and behaviors such as laugh, crying, voice intonation difference, gestures that were recorded, etc.

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<sup>35</sup> In the educational context student motivation is an important challenge that we must confront, as it has direct implications on the quality of student involvement with the teaching and learning process [...] Student motivation is a relevant variable of the teaching process. / learning, as school performance cannot be explained solely by concepts such as intelligence, family context and socioeconomic status.

<sup>36</sup>Through activities that promote the development of autonomy, the teacher will be leading his / her student to become an individual who understands that learning is a cooperative process - teacher, student and peers work together.

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## APPENDIX A – DECLARAÇÃO DE CONSENTIMENTO INFORMADO

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**Designação do Estudo:** Análise da prática metodológica docente no ensino de inglês como LE para alunos surdos.

Eu, abaixo-assinado, \_\_\_\_\_, compreendi a explicação que me foi fornecida acerca da participação na investigação que se tenciona realizar, bem como do estudo em que serei incluído. Foi-me dada oportunidade de fazer as perguntas que julguei necessárias, e de todas obtive resposta satisfatória.

Tomei conhecimento de que a informação ou explicação que me foi prestada versou os objectivos e os métodos. Além disso, foi-me afirmado que tenho o direito de recusar a todo o tempo a minha participação no estudo, sem que isso possa ter como efeito qualquer prejuízo pessoal.

Foi-me ainda assegurado que os registos em suporte papel e/ou digital (sonoro e de imagem) serão confidenciais e utilizados única e exclusivamente para o estudo em causa, sendo guardados em local seguro durante a pesquisa, podendo ser publicados em periódicos científicos ou apresentados em congressos profissionais, sem que a identidade dos participantes seja revelada; zelando, assim, pelo cumprimento dos preceitos éticos em pesquisas envolvendo seres humanos.

Por isso, consinto em participar no estudo em

causa. Data: \_\_\_\_\_ / \_\_\_\_\_ / 2019.

***Assinatura do participante no projeto:***

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O Investigador responsável:

**Nome:** KIMBERLY MARJÓRIE DOS SANTOS CARDOSO

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**APPENDIX B – TERMO DE CONCORDÂNCIA DA INSTITUIÇÃO PARA PARTICIPAÇÃO EM PESQUISA**

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**Título da pesquisa:** Análise da prática metodológica docente no ensino de inglês como LE para alunos surdos.

**Instituição onde será realizada a pesquisa:** \_\_\_\_\_

**Pesquisador responsável:** KIMBERLY MARJÓRIE DOS SANTOS CARDOSO.

Atenção:

Antes de aceitar participar desta pesquisa, é importante que o responsável pela Instituição leia e compreenda a seguinte explicação sobre os procedimentos propostos. Esta declaração descreve o objetivo, metodologia/ procedimentos, benefícios, riscos, desconfortos e precauções do estudo. Também descreve os procedimentos alternativos que estão disponíveis e o seu direito de interromper o estudo a qualquer momento. Nenhuma garantia ou promessa pode ser feita sobre os resultados do estudo.

1- **Objetivo: Analisar as práticas metodológicas e pedagógicas utilizadas em uma escola regular inclusiva para se ensinar inglês como LE/L3 para alunos surdos.**

2- **Metodologia/procedimentos: Para coleta de dados, nesta pesquisa se utilizarão os recursos de: entrevista semiestruturada com o docente, observação das aulas e análise de documentos e/ou consulta de arquivos. Sendo assim, esta pesquisa é de cunho qualitativo.**

3- **Justificativa:** Visando entender a prática das aulas de língua inglesa, esta pesquisa teve como principal questionamento, por parte do pesquisador, como estão acontecendo, na prática, estas aulas para alunos surdos?

4- **Benefícios:** A participação é voluntária e não trará qualquer benefício direto, mas proporcionará um conhecimento mais extenso e preciso sobre o ensino-aprendizagem de línguas, em especial o inglês, para alunos surdos nesta região do Pará, considerando os diversos aspectos da prática discursiva e teórico-metodológica

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da educação linguística. Servirá também para futuros estudos na área de análise do discurso e ensino-aprendizagem de idiomas.

5- Desconfortos e riscos: Não existe risco previsível. O desconforto poderá existir devido ao tempo das sessões de gravação/filmagem dos dados de fala e/ou à presença de algum instrumento de registro necessário para a obtenção dos dados.

6- Danos: Diante de eventuais danos decorrentes da pesquisa os participantes serão indenizados no valor de seu prejuízo.

7- Metodologia/procedimentos alternativos disponíveis: não há procedimentos alternativos previstos além dos já identificados.

8- Confidencialidade das informações: Os resultados deste estudo poderão ser publicados em periódicos científicos ou apresentados em congressos profissionais, sem que a identidade dos participantes seja revelada.

9- Compensação/indenização: Caso necessário, haverá compensação material, exclusivamente para despesas de transporte do participante e de seus acompanhantes.

10- Outras informações pertinentes: Solicitamos que os dados obtidos, na forma de gravações em áudio e/ou vídeo, possam ser incorporados a futuras publicações de artigo, cujos responsáveis zelarão pelo uso e aplicabilidade das amostras exclusivamente para fins científicos, apenas consentindo o seu uso futuro em projetos que atestem pelo cumprimento dos preceitos éticos em pesquisas envolvendo seres humanos.

11- Consentimento:

Li e entendi as informações precedentes. Tive oportunidade de fazer perguntas e todas as minhas dúvidas foram respondidas a contento. Este formulário está sendo assinado voluntariamente por mim, indicando meu consentimento para a participação desta instituição/ empresa, até que eu decida o contrário.

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Nome do participante e cargo do responsável pela instituição

\_\_\_\_\_ / / \_\_\_\_\_  
Assinatura e carimbo do responsável pela instituição      Data

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Nome do pesquisador responsável pela pesquisa

\_\_\_\_\_ / / \_\_\_\_\_  
Assinatura      Data