UNIVERSIDADE FEDERAL DE SANTA CATARINA

NICOLE DA CRUZ RABELLO

A STUDY OF THE TEACHING MATERIALS USED IN ENGLISH CLASSES FOR DEAF STUDENTS AT A BILINGUAL HIGH SCHOOL

FLORIANÓPOLIS

2020

NICOLE DA CRUZ RABELLO

A STUDY OF THE TEACHING MATERIALS USED IN ENGLISH CLASSES FOR DEAF STUDENTS AT A BILINGUAL HIGH SCHOOL

> Trabalho Conclusão do Curso de Graduação em Letras – Língua Inglesa e Literaturas do Centro de Comunicação e Expressão da Universidade Federal de Santa Catarina como requisito para a obtenção do título de Bacharel em Letras – Língua Inglesa e Literaturas. Orientadora: Profª. Drª. Aline Nunes de Sousa.

FLORIANÓPOLIS

2020

Departamento de Língua e Literatura Estrangeiras
DLLE UNIVERSIDADE FEDERAL DE SANTA CATARINA

DECLARAÇÃO DE AUTORIA DE TRABALHO DE CONCLUSÃO DE CURSO
(TCC)

Aluno(a): Nicole da Cruz Rabello

Matrícula: 14102482

Curso: Letras - Inglês

Orientador(a): Aline Nunes de Sousa

Título do TCC: A Study of the Teaching Materials Used in English Classes for Deaf Students at a Bilingual High School

Data da Defesa: 14/12/2020

Eu, Nicole da Cruz Rabello, RG: 6526360, declaro, para os devidos fins, que o presente trabalho é de minha autoria e que estou ciente que copiar um trabalho, ou parte dele, de terceiros, é plágio, constituindo-se crime de violação de direito autoral, conforme estabelece a Lei n° 9.610, de 19 de fevereiro de 1998, sobre os Direitos Autorais. Destarte, afirmo que fiz referências adequadas às fontes pesquisadas de onde retirei ideias completas ou parciais (e.g. livros, capítulos de livros, artigos científicos, teses, dissertações, trabalhos de conclusão de curso, jornais, revistas científicas e populares, em formato impresso ou eletrônico; fontes na internet, entre outros).

Nicole Rabello

_____

Assinatura do(a) Aluno(a)

14/12/2020

Data

UNIVERSIDADE FEDERAL DE SANTA CATARINA
CENTRO DE COMUNICAÇÃO E EXPRESSÃO
DEPARTAMENTO DE LÍNGUA E LITERATURA ESTRANGEIRAS

ATA DE DEFESA DE TCC
CURSO: LETRAS INGLÊS – Bacharelado

Ata de Defesa de Trabalho de Conclusão de Curso de **Nicole da Cruz Rabello.**

Aos quatorze dias do mês de dezembro do ano de 2020, com início às 14h48min, realizou-se no ambiente virtual do Moodle Grupos da UFSC (https://grupos.moodle.ufsc.br/mod/bigbluebuttonbn/view.php?id=89882), a sessão de defesa de Trabalho de Conclusão de Curso de Nicole da Cruz Rabello, intitulada *"A Study of the Teaching Materials Used in English Classes for Deaf Students at a Bilingual High School"*. Após a apresentação oral da monografia pela estudante, a Banca Examinadora, composta pelos professores Dr.ª Aline Nunes de Sousa (Orientadora e Presidenta – UFSC), Dr.ª Aline Lemos Pizzio (PPGL/UFSC) e Me. Igor Valdeci Ramos da Silva (PPGL/UFSC), deu-se início à arguição pelos membros da Banca que aprovaram a monografia com a seguintes notas:

Trabalho Escrito (peso 6): 5,6

Apresentação (peso 1): 0,9

Defesa (peso 3): 3,0

Obtendo média final: 9,5

Nestes termos, lavro a presente ata que, depois de lida e aprovada, será assinada por mim, pelos demais membros da Banca e pela estudante.

Florianópolis, 14 de dezembro de 2020.

Documento assinado digitalmente
Aline Nunes de Sousa
Data: 14/12/2020 19:04:27-0300
CPF: 621.737.583-49

Documento assinado digitalmente
Aline Lemos Pizzio
Data: 15/12/2020 16:51:42-0300
CPF: 709.377.880-15

_____

_____

Dr.ª Aline Nunes de Sousa

Dr.ª Aline Lemos Pizzio (PPGL/UFSC)

(Orientadora – UFSC)

Documento assinado digitalmente
Igor Valdeci Ramos da Silva
Data: 14/12/2020 20:11:41-0300
CPF: 062.412.449-57

Documento assinado digitalmente
Nicole da Cruz Rabello
Data: 15/12/2020 13:42:16-0300
CPF: 094.978.229-79

_____

_____

Me. Igor Valdeci Ramos da Silva (PPGL/UFSC)

Nicole da Cruz Rabello

Segundo a Resolução Normativa Nº126/2019CUn, o(a) estudante tem a obrigação de enviar uma cópia eletrônica final revisada ao repositório da Biblioteca Universitária, ficando a integralização do currículo dependendo do depósito do TCC no Repositório Institucional. Assim sendo, o não cumprimento dessa regra impede a colação de grau. Maiores informações em http://www.repositorio.ufsc.br/tcc/.

"Learn the language of the oppressor to not be oppressed."

(Unknown author)

ACKNOWLEDGEMENTS

Thanks Lord, Buda, Miroku, Masanogu Taniguchi and all the Orixás.

Thanks mom, dad, grandmothers and grandad. *In memoriam* of Wilson Rabello, my grandfather.

Thanks to my relatives, my sister and all my friends.

In memoriam of my friend João Henrique Herbst Vieira, thank you, I love you.

I am thankful to my advisor for her patience and kindness, thank you very much.

I am thankful to my classmate Luiz, thanks for all the support and for being there for me all time.

I am thankful to all my ancestors, they have reached my way until here, this is for all of you that did not have the opportunity and freedom to follow your dreams, beliefs and wills.

I am thankful to all my black teachers, thanks for your representativity and knowledge.

RESUMO

Os estudos sobre o ensino do inglês como terceira língua para estudantes surdos começaram a ser mais difundidos apenas a partir dos anos 2000, constituindo assim, uma nova área de pesquisa. De acordo com Sousa (2008), Sousa (2015) e Pereira (2015), não existem materiais didáticos oficiais para ensinar inglês para alunos surdos no Brasil, são produzidos materiais de forma autônoma pelos professores, conforme a necessidade. Dessa maneira, este estudo de caso de cunho qualitativo, investigou os materiais didáticos utilizados durante a pandemia da Covid-19 no ensino de inglês para surdos e sua influência no processo de aprendizagem dessa língua por esses estudantes, em uma escola secundária bilíngue (Português-Libras). Uma professora e duas intérpretes responderam a questionários e o material didático utilizado foi analisado. A análise dos dados teve como critérios alguns princípios da abordagem bilíngue de educação de surdos (QUADROS, 1997). Os resultados desta pesquisa mostram que os materiais didáticos foram criados e/ou adaptados pelo professor, sendo em sua maioria de cunho tecnológico, contemplando a visualidade dos alunos surdos e contribuindo para o processo de aprendizagem do inglês escrito desses alunos.

Palavras-chave: Ensino de inglês como língua estrangeira, educação de surdos, materiais didáticos, inglês como terceira língua, Libras.

ABSTRACT

Studies on the teaching of English as a third language for deaf students began to be carried in the 2000s, thus constituting a new area of research. According to Sousa (2008), Sousa (2015) and Pereira (2015), there are no official teaching materials to teach English to deaf students in Brazil, these materials are produced autonomously by teachers as needed. Therefore, this qualitative research, intends to investigate the teaching materials used in a classroom context of English teaching for the deaf and its influence in the process of learning that language by these students, in a bilingual secondary school (Portuguese-Libras). One teacher and two interpreters responded to questionnaires, and the teaching material used in class was analyzed. Data analysis took as criteria some principles of the bilingual approach to deaf education (QUADROS, 1997). The results of this research show that the teaching materials were created and adapted by the teacher, being mostly technological resources, contemplating the students' visuality and contributing to the learning process of these students' written English.

Keywords: Teaching English as a foreign language, deaf education, teaching materials, English as a third language, Libras.

TABLE LIST

LIST OF ACRONYMS AND ABBREVIATIONS

TILS - Tradutor e Intérprete de Libras

ANP - Atividades Não Presenciais

Libras - Língua Brasileira de Sinais

CNE - Conselho Nacional de Educação

IBGE - Instituto Brasileiro de Estatística e Geografia

L1 - Primeira Língua

L2 - Segunda Língua

L3 - Terceira Língua

FL - Foreign Language

INES - Instituto Nacional de Educação de Surdos

PPP - Projeto Político Pedagógico

WHO - World Health Organization

LC - Letramento Crítico

LD - Livro Didático

EFL - English as Foreign Language

TABLE OF CONTENTS

INTRODUCTION

Brazilian Sign Language (Libras) was recognized as the language of the deaf communities of Brazilian urban centers through the Law nº 10.436, April 24th, 2002. According to Quadros and Schmiedt (2006, p.15), Libras is "the means and end of the social, cultural and scientific interaction of the Brazilian deaf community, this is a visual-spatial language"[1]. This language uses vision, hands and body to communicate and has its own structure/grammar.

According to the Brazilian Institute of Geography and Statistics (IBGE), in 2010, more than 9.7 million people declared that they have had some degree of hearing loss. This statistic refers to 5.1% of the Brazilian population. However, the deaf community does not consider deafness as a disease, rather as another way of experiencing the world, as a matter of identity, a perception of themselves as deaf people.

Libras has had a legal status of language since 2002, nevertheless it has been used by the Brazilian deaf community long before this, and it has been the most important way of communication and social interaction among these people. Portuguese in the written mode is seen as a second language (L2) to the Brazilian deaf people, according to Fronza and Muck (2008). To have access to academic knowledge and inclusion in the Brazilian hearing community, they use written Portuguese. As stated by Sousa (2008), English in the written mode is taught to deaf students not only as a foreign language, however also as a third language (L3).

Consonant with Quadros (2004), the education of deaf people in Brazil presents three main perspectives/phases: (1) Oralism - the approach that aims to "treat" the hearing loss of deaf people, forcing them to speak the oral language, causing as consequence the prohibition of the use of sign language; (2) Total Communication - the approach in which the most important aspect is to communicate, no matter how. This approach intends to simultaneously use Libras and oral Portuguese to communicate with deaf people, "the child does not learn any of the languages completely[2]", according to Botelho (2002 apud SOUSA, 2008, p. 29); and (3) Bilingualism - different from the previous proposal, the bilingual perspective aims to use the sign language and the oral language in different moments (not simultaneously), depending on the communicative needs of the speaker.

---

[1] Our translation. "o meio e o fim da interação social, cultural e científica da comunidade surda brasileira, esta é uma língua viso-espacial." Quadros e Schmiedt (2006, p.15)

[2] Our translation. "a criança surda não tem acesso a nenhuma língua de forma plena".Botelho (2002 apud SOUSA, 2008, p. 29)

Over the bilingual perspective (QUADROS, 1997), deaf students should use their first language (L1), Libras, to learn the second language (L2) or any other foreign languages (FL). Sousa (2008; 2015) sustains the communicative language teaching approach also defends the use of the native language to learn a new language when it is necessary to support the learning of the second or the third language. Despite that, the use of Libras to teach English at school is not the reality of the Brazilian schools yet. It occurs because of a lot of factors, including that many English teachers are not prepared to teach in Libras – because they do not know this language, or do not have interest in learning it, or suppose that they do not need to learn it, once the sign language interpreter is there to interpret their classes. The plurilingual approach[3] of teaching is a new area of research in Brazil, since these studies about teaching English as a L3 to deaf students started to emerge in the world around the 2000's. This is why it is important to study this, stimulating the development of bilingual teaching methods and also offering deaf students the same learning conditions regular students have. In addition, as stated by Sousa (2008), Sousa (2015) and Pereira (2015), there are no official English teaching materials to deaf students in Brazil.

Teaching materials are "anything that facilitates the learning of a language"[4] Tomlinson (2001 apud SPASIANE, 2018, p. 68). Yet due the lack of these specific materials, Brazilian English teachers of deaf children have produced them autonomously. Apparently, there is no research about the teaching materials used in english classes for deaf students. In Sousa (2008), the deaf students presented a preference for visual English teaching materials, compelling the following general objective of this research: investigate how the teaching materials used in English classes influence the learning process of written English of deaf students. We chose a bilingual high school (Portuguese-Libras) to carry out this research since it has specific English classes for deaf students. At these classes, a sign language interpreter mediates the teaching process.

Having the previous preliminaries in mind, the general objective of this research is to investigate how the teaching materials used in English classes influence the learning process of written English of deaf students, and the specific objectives of this research are:

1. Describe which teaching materials are used by the teacher in English classes to deaf students from a bilingual high school (Portuguese-Libras);

---

[3] Our translation. "a way of teaching, not necessarily restricted to language teaching, which aims to increase the awareness of each individual about their linguistic repertoire, emphasize its value and extend this repertoire" Conselho Europeu (2007 apud SOUSA, 2008, p. 42).

[4] Our translation. "[...] qualquer coisa que pode facilitar a aprendizagem de língua" Tomlinson (2001 apud SPASIANE, 2018, p. 68).

2. Investigate how these materials are used by the teacher in English classes for deaf students from a bilingual high school (Portuguese-Libras);

3. Analyze in what ways these materials contribute (or not) to the learning process of the deaf students in English classes at a bilingual high school (Portuguese-Libras).

Significance of the Study

There are many studies about teaching materials applied to regular schools and in many subjects; however, studies about foreign language teaching materials for deaf students are a new research field. This research has social importance because the deaf community has been demanding their linguistic rights for years.

The Milan Conference in 1880 was an international reunion of deaf student's teachers, in which it was decided that the most effective way to teach a deaf student was through the oral language (the oral approach perspective). This choice had a long-term consequence: the sign language (the natural language of the deaf) was prohibited at schools. After this method fell into disuse, the educational institutions did not adapt their classes to receive deaf students, without trying to modify their system (i.e. using a sign language interpreter in the class); instead, they continued to give classes and exams in Portuguese (deaf students' second language).

The law of Libras, approved in 2002, gave an important visibility to the deaf community in Brazil, once it is a linguistic minority – since this community lives inside the major oral culture. Deaf students should have their educational rights equally guaranteed, as hearing students have, when they start to attend regular schools, but many of these institutions and teachers are not prepared to receive them. This is why this research was carried out in a bilingual school (Portuguese-Libras), in order to check if, even in this specific context, the teaching materials are adapted to the necessities of these students or not, and how.

CHAPTER 1 - REVIEW OF LITERATURE

This chapter presents the definitions of L1[5], L2[6], L3[7], Foreign Language (FL)[8], Second Language, Additional Language and "Língua de Conforto"[9] (QUADROS, 2017). This chapter also explains the difference between bilingualism and multilingualism, and then contextualizes them with the social and political definitions. In addition, it introduces the concepts of deaf people bilingualism, second and foreign language teaching approaches and methods. Thus, it focuses on the second and foreign language teaching approaches and methods for deaf students and concludes discussing about foreign language teaching materials for deaf students.

1.1   Concepts of L1, L2/FL/SL, L3/FL or Additional Language

The definition of first language to Crystal (1997) is "the first language differs from the others because it is acquired spontaneously, without systematic teaching"[10] Crystal (1997 apud SOUSA, 2015 p. 33), and it has often been associated with the mother, as she stimulates and transmits the language to the baby most of the time. In the case of a hearing family that gave birth to a deaf baby, the first language of that child will not be oral Portuguese[11], as it is for their family. The mother language is not always the language that a person knows most (or first); it is the language that she/he feels better using, as mentioned by Romaine (1995 apud SOUSA, 2015 p.33).

As cited by Santiago (2013), "língua de conforto" is a language that a person feels most comfortable to communicate through, a language that is natural and that provides to him/her a better understanding of the world in a complete and significant way. Therefore, what some authors call "first" language is not necessarily the first language a person has

---

[5] First Language
[6] Second Language
[7] Third Language
[8] Foreign Language
[9] We chose not to translate. It means the language a person feels most comfortable using among other languages he/she knows, besides the sense of belonging.
[10] Our translation. "a primeira língua (L1) se diferencia de quaisquer outras línguas que uma pessoa possa adquirir" Crystal (1997 apud SOUSA, 2015, p. 33).
[11] Oral Português is the language spoken by the brazilian hearing community.

contact with, chronologically speaking, nonetheless the one which is the most comfortable for them to interact with.

In the report of Ellis (1997), the term second language, when used "generically" could mean any language acquired after the mother language and it could also encompass a third or a fourth language, although this author does not distinguish between second language and foreign language. The definition, proposed by Crystal (1997 apud SOUSA, 2015, p.35), is that a second language is any non-native language used to communicate in a country in everyday communication; to the same author, foreign language is also defined as a non-native language that has no need to be communicated routinely.

As claimed by Hammarberg (2010 apud SOUSA, 2015, p. 36), the acquisition of the third language is a process that is related to the two previous languages. The first and second language acquired influence the processing and acquisition of the third.

Hammarberg (2010 apud SOUSA, 2015, p. 35) sustains that the L1 is the language acquired without any other previous experience, the L2 is acquired with previous knowledge about the L1, and the L3 is influenced by the experience of the two previous languages acquired. As cited by Sousa (2008), Sousa (2015) and Hammarberg (2010), the third language is not necessarily the third language acquired in a chronological order, but it is recognized as any other foreign language acquired after the person's first L2/FL. Sousa (2015) also mentions that the term "línguas adicionais" also has been used in the literature to refer to what we are calling in this work second/foreign languages.

1.2   Bi/Multi/Plurilingualism

The documents of the Council of Europe[12] from 2001 mentions the necessity of multilingual people to learn the idioms of neighboring countries, having the right to learn these languages to effectively communicate with these countries and inside their own country as well. This right of learning must be perpetuated for all the social sectors, for them to effectively exert their citizenship in their daily lives, where they could also assist foreign immigrants or tourists and then meet new people, cultures, and societies. Regarding this document Council of Europe (2001) and Council of Europe (2007), they propose that: (1) Multilingualism is related to the social level, to the relationship between languages and cultures in the same territory and (2) Plurilingualism is related to the process of people's

---

[12] Conselho Europeu

personal motivation to learn second/foreign languages, and the command of these languages by the learner.

1.3   Deaf people bilingualism

As mentioned before, the teaching of deaf students, some years ago, was focused on the oral approach, also forbade the use of sign languages in class contexts, since they thought that it could affect the learning process of the oral language. All of this happened because of the Milan Congress, in 1880, that defined the oral approach as the best way to teach deaf people. Since that time, deafness has been seen as an illness by the society, and the focus has been on healing deafness, leaving the education of the deaf in the background, as a secondary compromise. Deafness is "The condition of lacking the power of hearing or having an impaired hearing" (Oxford Dictionary, 2019)[13]. Even INES (the Brazilian National Institute of Education of the Deaf) implemented the oral approach to teach deaf from 1911 until 1920 (Bentes and Hayash, 2016). According to Sousa (2015), this methodology focuses on a behaviorist perspective of teaching by supporting and encouraging the use of repetition, and the teaching of word by word. It has similarities with the audiolingual approach of teaching a foreign language.

As stated by Sousa (2015), with the influence of the studies of William Stokoe (the first sign language linguist), the oral approach was slowly replaced in the '60s, in some schools, by the total communication approach. This method includes many forms of communication as mimes, sound-amplification devices, sign language, lip reading, among others, suggesting the bimodality, that is, the use of sign language and the spoken language at the same time. The aim of this method is to literally promote communication with the deaf students, as their sign language was not very well developed. Bilingualism has been slowly growing in society because of the increase in the demand of the linguistic minority rights. These groups are demanding teaching in their natural language

The bilingualism approach, in contrast to the bimodality method, present in the total communication, perceives sign language as an aspect that belongs to the deaf culture. The three previous methods approached in this section are still being developed in the country, but the context of this research contemplates the bilingual one. In most cases in Brazil, when a deaf child is born, the family is not a member of the deaf community (PIZZIO; QUADROS,

---

[13] Available in :< https://en.oxforddictionaries.com/definition/deafness> Accessed on: May 11th, 2019.

2011). Thus, the first language acquired by the child is not always the official sign language, but the "Língua de Sinais Caseira"[14]. Besides this, some families use lip reading and/or oral production (use of the voice by the deaf through oral therapy).

When many of these children or teenagers acquire Libras or any other Sign Language, they have a better development and faster acquisition because this language is naturally and biologically developed by them (QUADROS, 1997). Nevertheless, in the bilingual school case analysed in this research, the languages used in their bilingual education to teach the deaf students are the oral Portuguese interpreted to Libras (only in cases when the professor teacher has not proficiency in Libras) or the classes actually given in Libras, using the L1 of the deaf students to achieve the best level of education and accessibility, as their right demands. These rights are presented, regulamented and established in the Decree 5.626/05: "Bilingual education schools or classes are those in which Libras and the written modality of the Portuguese language are the languages of instruction used in the development of the entire educational process." (BRASIL, 2005, article 22)[15].

1.4   Second/Foreign Language Teaching

Second language teaching is a new area of study in Brazil and in other countries, because until the 90's some theorists still believed that the learning of one or more languages beyond the first language acquired was a process that could result in cognition problems, as the first language could have negative impacts on the second language.

As cited by Sousa (2015), studies on deaf students' second/foreign language teaching are even more recent. The sign language was seen as a negative influence in the learning process in consequence of the oral approach, most spread and taught method to deaf people until the '90s after the decision made in the Milan Congress in 1880. As mentioned by Brahim (2013), the audiolingual method influenced studies in FL teaching and learning for hearing people in the 20th Century, the written language and reading were giving less importance, and the focus was on the spoken language. This method prohibited the use of first language in class, as well as the oral approach for the deaf. Besides, the audiolingual method

---

[14] We choose not to translate. It means the gestural communication developed by a hearing family with a deaf child to communicate among them at home.
[15] Our translation. "São denominadas escolas ou classes de educação bilíngue aquelas em que a Libras e a modalidade escrita da Língua Portuguesa sejam línguas de instrução utilizadas no desenvolvimento de todo o processo educativo" BRASIL (2005, article 22)

was based on memorization and repetition of language sentences – just as the oral therapy for the deaf.

According to Pacheco (2006), the focus of the communicative approach is to level equally the skills of hearing, speaking, reading and writing, integrating them, connecting and contextualizing the linguistic contents that are going to be present in class with the daily situations that students will probably encounter.

As stated by Sousa (2015, p. 60), in the "60s there were two main teaching foreign language methods; Audio-Lingual method and the Grammar-Translation method"[16] . As stated by Ellis (2001 apud SOUSA, 2015, p. 60), whereas the "Grammar-Translation" method focused on the study of grammar rules and translation; "Audio-Lingual" method focused on the behaviorist process of learning, that believes in the creation of habits by repetition and reinforcement (without using translation). In the 80's, the communicative approach started to gain space, but with characteristics of the Audio-Lingual method, with the aim to bring aspects and themes of the students' life with grammar rules and exercises.

As mentioned by Sousa (2015, p. 62), the Communicative Language Teaching is a "socio interactive process" focused on "the conception that the meaning is co-constructed in the interaction"[17]. That is, in this approach, students teachers can even use the traditional procedures but adapting them to a communicative perspective, because the final aim is to achieve the "communicative competence"[18], where the focus is to communicate in the non-native language in a functional and interactive way.

Vygotsky (1998 apud MEDEIROS, 2015, p. 35) mentioned that people are social and that the interaction is important to a person evolve in the language learning process and cognitively.

1.5   Second/Foreign language teaching for deaf students

According to Gesser (2006 apud SOUSA, 2008, p. 49), the second language acquired by a deaf person will be in the written mode. A foreign language does not mean a language that is not spoken in the country, but any language - spoken or not - that is not known, and that does not belong to the social context of this individual .

---

[16]Our translation."o método tradução-gramática e o método audiolingual" Sousa (2015, p. 60).
[17]Our translation. " a concepção de que o significado é co-construído na interação" Sousa (2015, p. 62).
[18]Our translation. "competência comunicativa" Sousa (2015, p. 62)

In the case of Portuguese, that is a second language acquired, their purpose is getting access to legal documents written in this language, and in the case of English, the third language acquired, their goal is different from others in a job context or getting to know new cultures. In the context of learning a third language, as English, for instance, the deaf students in the class will use Libras in class as L1, Portuguese as L2, and English as L3.

As mentioned by Sousa (2008), deaf students can use the second language acquired, as a mean of register, when they need to translate from English to Portuguese and then from Portuguese to Libras, for example. Some deaf students are afraid of writing in an oral language because of all the repression that they have been suffering along their lives (pressure to speak orally and pressure to write as a native speaker).

According to Sousa (2008), the deaf community does not have an official written system of register for their language widely used[19]; instead, they use the written register of their second language, the written Portuguese in Brazil, for example. This fact clearly shows why it is difficult for deaf students to develop writing skills in nonnative languages. It is not just about the fact that it is a foreign language, it is also because there is a lack of intimacy between the deaf students and the written language aspects like written texts structure, punctuation among others. In the findings of Sousa (2008), students presented the behavior of using the first and second language structures to construct sentences/texts in the third language, and also borrowed vocabulary.

The studies of Pereira (2015) approach the perspective that the L3 of the deaf student could be a language that can be learned in both modalities, "oral/auditory|" in the written mode (as written English) or "visual/spatial", a foreign sign language (such as American Sign Language). However, most research before 2000 only analysed the acquisition of an L3 with hearing people; nevertheless, currently, more pieces of research are appearing.

In this part of the section, some researchers of L3/LE for the deaf are going to be presented. Their results, methodologies, and observations in their works will be also shown. Some of the researchers of this theme are Naves(2003), Silva (2005), Sousa (2008), Silva (2013), Carvalho (2014), Sousa (2015), Pereira (2015), Medeiros (2015), Coura (2016), Sousa (2017), Khül (2017), Spasiani (2018), among others. The following table was inspired by the tables created by Silva (2013), Pereira (2015) and Coura (2016). This table just contains some researchers to enrich this work:

---

[19] There are some writing systems for signs used in Brazil such as SignWriting, Elis and SEL, but they have been used basically for academic purposes, such as research on Linguistics (SOUSA, 2015).

Table 1 - Researches about FL/L3 to deaf students in Brazil

Author/Year	Brief description of the work
Naves (2003)	This research analyzed the reading skill of deaf students, focusing on the use of Libras as the language of interaction during the classes. The result was that the use of Libras (L1) to learn an L3 (English) was a good strategy for the students to produce/develop the reading skill and learn the L3 during the process.
Silva (2005)	The focus of this work was to examine the reading process of deaf students in an inclusive[20] school during the learning process of English as L3. As a result, the importance of Libras during the process of learning an L3 was due to the presence of a sign language interpreter in the classroom. However, the teacher speaks most of the time in Portuguese, and most of the references and orientations come from the interpreter and not from the English teacher. The focus of the classes is translating texts and learning English grammar. The interpreter does not know English. The inclusive method of teaching in a class with deaf and hearing students together was not the best approach for them because, for a couple of moments, the deaf students were excluded from the learning process.
Sousa (2008)	Sousa investigated the influence of the L1 (Libras) and L2 (Portuguese) in the process of learning and producing the writing skill of a FL/L3 (English), in an English course specific for deaf students and approaching a communicative language teaching. The results were that the deaf students used the grammatical structure of Libras during the construction of the English sentences, and Portuguese was used also to replace some words or the grammatical structure of the English sentences, using these languages as strategies to create sentences and words in English. The results presented that the students had more motivation to write more often in English and that the learning process was enjoyed by the students altogether with the presence of Libras (L1) in the English classes. This author created her

---

[20] In this research, inclusive school means hearing and deaf students studying together in the same classroom, with the mediation of a sign language interpreter. The classes are given in oral languages.

	own **teaching materials** weekly during the period of her research. She presented in her results that as there were no official teaching materials, she created it according to the specific context of her deaf students.
Lopes (2009)	This research investigates and discusses the reading process/skill of deaf students from a project in São Paulo. Analysing how the meaning is produced during the reading in English by deaf students, the results showed that some students used more the dictionary to read, others preferred to use Libras during the process of reading to create meaning and to communicate during the process, showing that the interaction in Libras among the students during the English classes led to a meaningful group promotion.
Silva (2013)	This research aimed to analyze the lexico-semantic transfer of the deaf students of English as L3: the linguistic transfer between Libras (L1) and English (L3), and also Portuguese (L2) and English (L3), altogether with the most frequent mistake committed by these students. The results showed that language transfer occurs among languages during the process of writing in English (L3) and that Libras (L1) had more influence than Portuguese during the language transfers to the (L3) in these students' learning process.
Carvalho (2014)	This research focused on describing the cultural system meanings during the English learning process and the challenges with deaf students. It concluded that the schools are trying to adapt their space/context into an inclusive approach; deaf and hearing students have few moments of interaction because of the linguistic barrier. The researcher observed that copying was one of the most used learning strategies by deaf students. Besides, the difficulties found during the research on teaching English as L3 to the deaf students were due to the Brazilian educational system, that does not treat these students with the same quality of education as the hearing ones.
Sousa (2015)	In her research, she examined the influence of a communicative and plurilingual teaching approach during the process of writing in English as L3 and Portuguese as L2 in an English course for deaf students. The results showed that the deaf students used communication strategies during the process of writing in both languages (English/Portuguese). This helped them to evolve in the target language (Portuguese and English). The results revealed that the dependence of the deaf students on their primary

	languages – Libras (L1) and Portuguese (L2) – during the writing process in English (L3) decreased significantly along the course period, leading the students to be more creative in their English texts. This author also created her own **teaching materials** weekly during the period of her research, as Sousa (2008).
Pereira (2015)	The research proposed to analyze (1) in which ways the English teachers of deaf students recontextualized the Brazilian official documents of how to teach English, and (2) how they teach deaf students in their practical contexts. The results showed that the teacher got distant from these official documents to adapt their classes to the needs of their deaf students, also presenting that the participants wanted **teaching materials** specifically created to teach L2/FL to deaf students.
Medeiros (2015)	This researcher investigated the conceptions of the English teachers and interpreters about the law and the public policies focused on the teaching process of English as FL/L3 to deaf students. The results showed that the participants are favorable with the idea of inclusive classes. However, they are not satisfied with the way it is actually happening in inclusive schools. The participants also complained about the system's precariousness, concerning the adaptation of the **teaching materials**, the limited classrooms, and the nonexistence of support from management organs of public policies. On the other hand, the stimulation of the participants to proceed with the English classes to deaf students was visible.
Coura (2016)	This research analyzed the English classes for deaf students ministered in Libras (L1), the activities worked in the classes, and the opinion of the students and the teacher-researcher about the teaching-learning process. The **teaching materials** used by the teacher-researcher with the deaf students were not approached by other English teachers – it addressed "critical literacy". The interaction of the students and the teacher in Libras helped the students during the learning process of English and was significant to them.
Sousa (2017)	This research investigates the process of teaching Spanish as an L3 to deaf students. The results showed that the "critical literacy" helped the students during the Spanish classes because they felt more committed in many social and educational aspects. The Spanish classes were given in Libras, and the

	teaching materials were created and used according to the necessities of the students. Some challenges were found during the process as the **teaching materials** choice, the interpretation of the texts, and the mediation of the classes.
Khül (2017)	This research intended to investigate and classify the English schools that taught English to deaf students in a city of the state of Paraná – Brazil. The results showed that there are some barriers to be overtaken in inclusive education, and one of them is the adaptation of the **teaching materials,** where the participants pointed out the necessity to be more visual, and then contemplate their necessities.
Spasiani (2018)	In this research, the focus was on investigating the **teaching materials** and the teaching approach/strategy of the English teacher to deaf students. The results show that the visual teaching materials are strong elements in the teaching of the deaf as well as a communicative perspective. Videos, images, movies, blackboards, and other visual technologies were essential for the learning process of deaf students. The research points out that ensuring the presence of the interpreter in class does not necessarily mean that the deaf students are going to have a proper inclusion.

Source: The author of this research.

The studies about the teaching of a LE/L3 to deaf students are recent and still are being developed. Since there is no "universal system" to teach a deaf student (and it is not necessarily desired), it was possible to infer from the table above that the use of Libras as L1 and Portuguese as L2 inside the classroom to teach deaf students was a highly beneficial strategy, because the students tended – as presented in the studies of Sousa (2008), Sousa (2015), Carvalho (2014) and Silva (2013) – to develop more in the L3 when Libras and written Portuguese are there to serve as "mediation languages''. It was also noticeable in some studies, as Sousa (2008), Silva (2013) and Sousa (2015), that with the linguistic transfer, a strategy of bilinguals to supply their grammatical or vocabulary lacks in the L3, they tend to use the structures or the words of the L1 (Libras) and of the L2 (Portuguese) in their English sentences as a process to "keep going'' with the writing in English. However, as observed by Sousa (2008, 2015), the students tend to leave these "L1/L2 transfers'' along the process of learning and developing more in the L3/FL.

Another aspect that can be observed in some of the previous researches presented in the table above - specially in Medeiros (2015), Coura (2016), Sousa (2017), Khül (2017), and Spasiani (2018) - is that they approached in their results the difficulty to produce teaching materials to deaf students, the lack of official materials and the fact that there is no training for these professionals or an environment for them to share their experiences, fears and difficulties faced in the classroom.

Therefore, it seems that there is no research specifically about this topic (English teaching materials for deaf students as a L3). That is why this is the aim of this research, evaluating what are these necessities presented by the deaf students and also the teacher about the teaching materials used in these classes.

1.5.1 Foreign language teaching materials

As mentioned before, the first language of the deaf students in Brazil is Libras. In this context, written Portuguese is their second language, and it is used by them in the country as a tool to get accessibility in their daily lives. Consequently, written English is a third language for them and also a foreign language – since it is learned in a classroom context, it is not a language that is used in everyday communication in the country.

According to Tomlinson (2001 apud SPASIANI, 2018, p. 68), teaching materials are "anything that facilitates the learning of a language"[21] , such as games, images, books, boards, photocopies, among others. Therefore, they can appear as palpable material as photocopies or books or can be virtual, as games or online exercises.

Additionally, Almeida Filho (2011 apud SPASIANI, 2018, p. 68) mentions that every teaching material is based on an approach or method, showing a definition of what is language and what is teaching and learning a foreign language. This is "a set of contents [...] and expected processes [...] that support the (re)creation of experiences with and in the target language according to the position of a particular approach"[22]. As Spasiani mentioned, the selection of the teaching materials by the teacher should be careful because it should follow the profile of the students and their needs.

According to Almeida Filho (2012b), the teaching materials of FL were highly commercialized and sold, marketing class plans, ready-made classes, with an exclusive, tested

---

[21]Our translation."[...] qualquer coisa que pode facilitar a aprendizagem de língua" Spasiani (2018, p. 68) .
[22]Our translation. "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 [...]" Almeida Filho (2011 apud SPASIANI, 2018, p. 68).

and approved method. This author explains that the classes are unique, as are the students. Therefore, the teaching materials should approach the contexts and realities of these students, not a product in which the focus is profit.

As defined by Almeida Filho (2013) producing and/or selecting teaching materials is one of the four activities of the teaching languages process. The teaching materials of a foreign language approached in class are part of the teacher's teaching strategies and the entire school context in which the teacher and students are included. Almeida Filho (2013) also mentions that the production of teaching materials is one of the four movements inside the "teaching dimensions''(p.32) where there is a "new situation''(p.32). To Almeida Filho (2013, p. 31) a new situation is ''the one that starts with groups for which there were no previous teaching provisions in the target language[23]''. This author complements that the teaching process is intrinsically related to contents and techniques presented in the didactic books, most of these books are focused on grammar teaching, presenting a rigid structure and not focusing on the interaction and in the use of the language in an authentic communicative/tion context. As complemented by Almeida Filho (2013), this creates between language teachers and didactic books a dependence relation, since most of them (teachers) usually do not have time to create new teaching materials.

In addition, Richard and Rogers (1982 apud Almeida Filho, 2013, p. 33) mentioned that there is no dissociation between class planning and production/selection of teaching materials.

Gonzalez (2015, p. 110) cited in her research that some teaching materials approach "social, historical, political and cultural elements[24]", considering this a principle from the communicative teaching approach.

According to Sternfeld (2009 apud ALMEIDA FILHO, 2009, p. 50), working in class only with a didactic book limits the teaching and learning process of a foreign language. Therefore, complementing and presenting other instructional sources, as observed in other studies, are needed and willed by the students and also the teachers. Professionals are willing to teach with materials that focus more on communication and less on grammatical aspects.

As mentioned by Widdowson (2005), the most frequent task of the foreign language teachers is to teach grammar, vocabulary and the structure of the language. This is reflected in

---

[23]Our translation. ''aquela que se inicia com grupos para os quais não havia provisões anteriores de ensino na L-alvo'' Almeida Filho (2013, p. 31)
[24]Our translation "elementos sociais, históricos, políticos e culturais". Gonzalez (2015, p. 110)

the teaching materials used in class, from didactic books to handouts. Widdowson reinforces that the communicative aspects, most of the time, are not approached in the English classes and not either in the teaching materials.

Santos (2015 apud SPASIANI, 2018, p. 69) states that the most frequent adaptations the teachers commonly do with the teaching materials are "expansion, deletion, reduction, modification, substitution, new sequencing and reorganization."[25] . When these materials are not adapted to the needs of the students, as in the case of the deaf students, they turn out to be a barrier to the foreign language learning process.

This research aims to fill this gap present in this area of English as a foreign language (EFL) teaching, that is: *the EFL teaching materials for deaf students*. Some researchers such as Pereira (2015), Medeiros (2015) and Spasiani (2018) approached this topic more deeply in their studies.

Pereira (2015) and Medeiros (2015) mentioned in their results that the participants pointed out the lack of teaching materials specifically prepared to teach deaf students. In Pereira (2015), the participants (teachers) answered that there is no "environment'' to dialogue and share experiences among these professionals about this topic.

According to Spasiani (2018) the teaching materials, when not made for these students, could be a barrier for their studies and learning process. Anastasiou and Alves (2004 apud SPASIANI, 2018. p. 69) reinforce the necessity to adjust these materials to the students' contexts.

CHAPTER 2 – METHODOLOGY

This chapter aims to present the methods used to collect and to analyse the data. Moreover, it is divided into five sections: the first section describes what type of research it is and its main goal. Furthermore, the second section presents the contextualization of the research, approaching characteristics of the school chosen, and the pedagogic political project. Thereafter, the third section approaches the research participants' profile. Besides, the fourth section reports the instruments of data collection chosen to generate the data used in the analyses. Within this section there is one subsection that will explain the ethical procedures carried out in this research. Also, the fifth section is about the *corpus* of this research. Finally, the sixth section is going to report the guidelines and criteria created to analyse the data

---

[25]Our translation. "expansão, exclusão, redução, modificação, substituição, novo sequenciamento e reorganização" Santos (2015 apud SPASIANI, 2018, p. 69)

collection. Inside this section, there are subsections with guidelines for each instrument used in the research.

2.1 Research Method

This descriptive and qualitative research is a case study and also a documental research which investigates the teaching materials used in English classes to deaf students. Furthermore, it examined the influence of these materials to the learning process of the target/foreign language by the deaf students according to the teacher and the interpreter's report.

According to Rees (2008 apud MEDEIROS, 2015 p. 58), qualitative research is a term that is used to refer to a compilation of instruments and techniques, as interview, questionnaire, classroom observation and video, audio records, documental analysis, etc. To this research, two of those techniques were selected: the questionnaire and documental analysis.

As cited by Gil (2002 p. 42), a descriptive research has "patterned techniques as the questionnaire and the systematic observation[26]".[27] Prodanov and Freitas (2013, p. 52) mentions that in this research the researcher does not interfere, only registering and describing the facts. In this research, questionnaires were used to collect data, not interfering in the participants' answers, just pointing out what the researcher observed during the analysis of the answers.

As defined by Gil (2002, p.46) the documental research is a "rich and stable source of data[28]". Prodanov and Freitas (2013, p. 55-56) described the documental research as based on first-hand sources, without any type of analysis, as a starting point for making inquiries, through information. The teaching materials analysed in this research were first-hand sources created and adapted by the teacher, serving as basis to this research analysis, being described and detailed to construct a solid data base.

Prodanov and Freitas (2013, p. 55-56) defined a case study as a deep study of an object, enabling more detailed knowledge about it. Gil (2002, p. 54) says that this method

---

[26] Our initial intention was to observe classes at the bilingual school and interview the students. Due to the Covid-19 pandemic, unfortunately this was not possible.

[27] Our translation. "técnicas padronizadas como questionários e observação sistemática" Gil (1991, p. 42)

[28] Our translation. "fonte rica e estável de dados" Gil (1991, p. 46)

"preserve the unitary character of the object studied"[29].This study focused on the teaching materials produced by the teacher, analyzing and describing the characteristics of it, getting detailed information about how it was produced and which resources were used in the process.

2.2 Contextualization of the research

This research analyzed the participants' answers (teachers and sign language interpreters) and the teaching materials of a bilingual high school, with the language pair Portuguese-Libras. The institution is a public high school in Brazil, in the state of Santa Catarina, this institution was created in 2013 before two decades of struggles from the deaf community in favor of the deaf's bilingual education. Although, the school was chosen by the us because it has a specific English class to deaf students, differently from other public high schools, where the classes in most of the cases are inclusive, with deaf and hearing students attending the same English class.

Although the course, where the english subject is taught, has twenty vacancies, many students quit the school on behalf of many reasons. This class has a group of five students, one of them has low sight, that studies in the afternoon shift and has one English teacher and two interpreters.

As specified in the Pedagogic Political Project (PPP) of the investigated school, deaf students have the right to be taught in their first language, except the cases where the teacher of a subject does not know the Brazilian Sign Language. In this case, the students and the teacher have the right to have an interpreter accompanying them during the classes, as established in the Decree n. 5626/05.

Table 2 - Table with the full subject load of the subject English.

Class Curriculum of the Class A[30]		
Subject - General Culture	Theoretical Workload	Total Workload
English I	40 hours	40 hours
English II	80 hours	80 hours

Source: PPP of the researched school.

---

[29] Our translation. "preservar o caráter unitário do objeto estudado"Gil (2002, p. 54)
[30] Class A is the specific class of the deaf students.

Table 3 - Table containing the number of hours of English classes per year for the deaf students.

CLASS A - ANNUAL					
Subject	1st year	2nd year	3rd year	4th year[31]	Total Workload
English		40 hours	80 hours		120 hours

Source: PPP of the researched school.

The deaf students have two years of English classes, a total of one hundred and twenty hours. In the second year, they have forty hours, and in the third year, they have eighty hours. According to the PPP, the main objects of the English subject are: (i) Knowing the basic English used in the specific area of the course; (ii) knowing the reading strategies as "skimming" and "scanning"; (iii) knowing the basic English grammar; (iv) knowing the basic of American Sign Language (ASL); (v) Identifying the loanwords in the Brazilian society; (vi) knowing the cognates and false cognates. (vii) deconstructing stereotypes; (viii) recognizing the relationship between the first language and the additional languages.

Some of the contents of the subject are skimming, scanning, cognate and false cognate, verb to be, simple present, simple past, the use of the auxiliary Do and Does, Wh-questions, modal verbs, present and past continuous. It is also part of the subject approaching theoretical and practical classes, presentation of works in groups or individually, discussion of texts and search activities. The evaluation of the students is continuous and processual, having the practices and the works in groups or individually as a basis.

The bibliography presented in the English curriculum on PPP are: (1) LIMA, Denilso de. *Gramática de uso da língua inglesa:* a gramática do inglês na ponta da língua. Rio de Janeiro: Elsevier, 2010. (2) PAIVA, Vera Lucia Menezes de Oliveira e. *Aquisição de segunda língua.* São Paulo: Parábola, 2014.

The first book is mainly focused on intermediate to advanced students of English and it also helps teachers to simplify the explanation during the classes. This teaching material does not have visual examples as images, maps, drawings, because the focus of the book is on teaching tips and simplifying the learning of English grammar. This book follows a structuralist perspective of teaching and learning.

---

[31] This is a 4-year high school professional course, in which the subject "English" is taught twice: in the second and in the third year.

The second book, according to Yokota (2015), is focused on a structural-behaviorist perspective of the acquisition of a second language and in gerativists studies. Being made for researchers and professors/teachers of second language, this book was not made for high school students and does not have images or visual references to users of Brazilian sign language. Besides, as previously mentioned, these books do not approach and do not present any references on teaching (strategies) to deaf students or specific teaching materials for them.

Regarding the curricular content of the English subject, the complementary bibliography presents interesting authors, as: (a) ALMEIDA, Rubens Queiroz de. *As palavras mais comuns da língua inglesa:* desenvolva sua habilidade de ler textos em inglês. São Paulo: Novatec, 2002; (b) IGREJA, José Roberto A. *Fale tudo em inglês!:* um guia completo de conversação para você se comunicar no dia a dia, em viagens, reuniões de negócios, eventos sociais e muitas outras outras situações. Barueri, SP: Disal, 2007; (c) JACOBS, Michael A. *Como não aprender inglês:* erros comuns e soluções práticas. 4. ed., definitiva. Rio de Janeiro: Campus, 2002. Below, it follows a brief description of these books:

(a) It is a book with the most used words in the English language, working as a dictionary that can be used by the deaf students in class. The book has a basic vocabulary, and it does not have images or visual references for the deaf.

(b) This book presents sixty one situational dialogues, approaching daily themes such as renting a car or having a job interview. This book can be used by the deaf students in class and may help them during the creation of situational dialogues that can be developed by the teacher.

(c) This is a didactic book that presents strategies and tips on how to learn and do not learn English. It approaches in a very smooth way the English grammar and the most common mistakes made by Brazilian English learners. The book presents few images to exemplify the concepts. However, it does not approach the teaching and learning of deaf students.

In conclusion to this topic, the references used in the PPP were mainly based on the teaching of hearing students, as previously presented. These materials need to be adapted to the deaf students' needs. They do not support the idea of teaching a foreign language or a third language to them. Besides, the bibliography does not present any references on teaching American Sign Language (ASL) or teaching a FL or SL to the deaf, as was proposed in the main objects of the course. In short, these references were proposed to construct the PPP, and

as it is possible to see forward, were not effectively applied in the investigated class with the deaf students. The PPP was developed by the tenured teacher of the school, however she was suspended from her position until the end of her PhD studies. The temporary teacher was the teacher-participant on this research, and her teaching materials and the bibliography she used in the English classes during this research were analysed.

2.3 Participants

Table 4 - Research Participants Profile

Participants	Education degree	English level	Proficiency in Libras
Sign Language Interpreter 1	Has a Technical Education in Translation and Interpretation of Libras/Portuguese, undergraduate in Pedagogia Bilíngue.	Basic level	Yes
Sign Language Interpreter 2	Graduated in Production Engineering, attending the post-graduation in Translation and Interpretation in Libras/Portuguese.	Intermediate /Advanced level	Yes
Teacher	Graduated in Letras-Inglês, concluding the doctoral degree.	Advanced level	No

Source: The author of this research.

The participants of this research are the teacher of English from the bilingual school (Portuguese-Libras) and the TILS[32] that accompanied the classes during the research period. The interpreter 2 is occupying a temporary place in this position, as well as the teacher, as mentioned previously. As formally presented in the table above, one interpreter has a basic English level and the other one has an advanced/intermediate level, however the English teacher does not have proficiency in Libras.

2.4 Instruments of Data Collection

The instruments of data collection are the teacher[33]'s and interpreter[34]'s questionnaire, which answers will be contrasted with the teaching materials used in class.

---

[32]TILS (Tradutor e Intérprete de Libras) is the contraction of the title given to Brazilian interpreters and translators of Libras.

[33] Teacher's questionnaire is available in the Appendix D.

[34] TILS' questionnaire is available in the Appendix D.

2.4.1 Ethical Procedures

This TCC project (and its respective instruments of data collection) was analyzed by the Ethics Committee of the Federal University of Santa Catarina, and then approved[35] for the research with the teacher and interpreter, to preserve their security and wellness during the research process. When approved, forms were given to the same ones to obtain their respective authorizations for the continuation of the research.

2.5 *Corpus*

The *corpus* of this research is composed of: *(i)* the answers of the teacher's questionnaire; *(ii)* the answers of the interpreter's questionnaire, *(iii)* the teaching materials used in the English classes, collected with the teacher.

2.6 Guidelines for the Analysis of the Data

This section is divided into five subsections that will approach the guidelines created to analyse the data cited in the section 2.5. The criteria created to investigate these data were based on the studies of Sousa (2008), Sousa (2015), that approach the concepts of deafness, sign language, oral language, "education" in a bilingual perspective of deaf education, and also Sternfeld (1996), Cardoso (2008), Almeida Filho (2009) and Almeida Filho (2012) studies that approach the communicative approach of teaching languages.

2.6.1 Teacher's Questionnaire

According to Nunan (1992), the questionnaire is a common tool to collect and analyse qualitative data, being made to survey the corpus generated. My research has the purpose of investigating in which way what the teacher answers in the questionnaire is related to the interpreter's answers and to the teaching materials. We created the teacher's questionnaire based on the works of Sternfeld (1996), Almeida Filho (2012) and Cardoso (2004), so that would be compared and contrasted with the data from the other instruments.

---

[35] For more information about it, check the Ethics Committee of the Federal University of Santa Catarina's process number 4.027.640.

2.6.2 TILS's Questionnaire

In the case of the TILS' questionnaire, the purpose is to collect information about what he/she observes in the classes regarding the use of teaching materials, since he/she is an important figure inside the classroom. The corpus generated by the questionnaire applied to the interpreter was collected to further be compared with the data from the other instruments.

2.6.3 Teaching Materials and other documents

The following questions were created mainly to analyze the teaching materials and its use and were based on the studies of Cardoso (2004), Almeida Filho (2009) and Almeida Filho (2012). Our study is also a documentary analysis with questions that are going to be investigated looking at the teaching materials collected and whose answers will be compared with the data from the other instruments of the research.

The purpose here is to investigate if the teacher adapts or creates the teaching materials according to the student's needs and also investigate how the classes are planned and given and how the evaluation is carried out to understand the impact of the teaching materials on the deaf student's learning.

These aspect were observed by the key questions that follow:

1 - Are the teaching materials adapted or created for deaf students or are they just the same ones used to teach hearing students?

2 - What were the teaching materials used to teach the deaf students?

3 - How are the dynamics of classes with interpreters and deaf students?

4 - What were the strategies to adapt and create the teaching materials?

5 - Do these teaching materials approach deaf culture?

6 - Do these materials approach sign languages?

7 - Do these materials compare English grammar with LIBRAS grammar? Do these materials compare English vocabulary with LIBRAS vocabulary? Do these materials use texts that approach sign language?

8 - Do these materials contemplate the visuality of deaf people?

9 - Does it have images, tables, graphics, maps etc.?

10- What do the materials chosen emphasize: grammatical accuracy or language use/communication?

11 - Do these materials provide interaction? If so, of what kind?

12 - How is the construction of the class plan?

13 - How is the evaluation carried out and what are the difficulties in teaching deaf students?

These questions were answered analyzing the teaching materials and other documents available (such as the class plans) and complemented with the questionnaire's answers of the teacher and the interpreter. Unfortunately, due to the Covid-19 pandemic, it was not possible to observe the materials being used in the classes, as we originally planned.

2.6.4 Triangulating the data

To organize the analysis of the data collected in this research the method used was the triangulation of data, which consist in crossing the data of distinct methods, as questionnaires with the teaching materials used during the collection, to consolidate the conclusions of the main objects of this research. Sousa (2008) used triangulation of the data in her research analysis, crossing the survey questionnaires with the evaluation questionnaires and also with the evaluation in Libras. This method is used for getting a better comprehension of the results achieved.

CHAPTER 3. DATA ANALYSIS AND DISCUSSION

This chapter was separated into two sections. In the first section, the data were analysed by triangulating the three categories: (1) Teacher's questionnaire; (2) TILS' questionnaire and (3) Teaching materials. They were contrasted, compared, separated and organized according to the previous guideline questions. Furthermore, in the second section, the analysis of the data was discussed, generating the results of this research.

3.1 Data Analysis

This research was conducted during the coronavirus pandemic, according to the World Health Organization (2020) "COVID-19 is the infectious disease caused by the coronavirus,

SARS-CoV-2, which is a respiratory pathogen. WHO[36] first learned of this new virus from cases in Wuhan, People's Republic of China on 31 December 2019[37]".

Due to this pandemic situation, all the society was in quarantine for more than eight months. Consequently, the schools and other teaching institutes had to adopt a new modality of teaching, the "Emergency Remote Teaching" – a special kind of distance education[38] (EAD). According to the National Council of Education[39] (CNE), it was authorized by the government for the application of non-presential activities on April 28th 2020, as mentioned in the Report nº 5/2020.

> (...) several consultations were made to the National Council of Education requesting guidance at national level regarding the reorganization of the school calendar and the possibility of calculating **non-presential activities** for the purpose of meeting the minimum annual workload.[40] (BRASIL, 2020, p. 2, highlighted by the author)

Non-presential activities[41] (ANP) was the strategy used by many teachers to continue teaching. So, it was the modality available to compute the necessary hours designed by the government to the high school level students. The teachers had to adapt their materials and classes to a remote education, leading this research to analyze teaching materials developed before and during this pandemic situation.

According to the Decree 5.626/05, having TILS in the English classes is a right of the deaf student. However, this professional is not the responsible for the students' curriculum adaptation and content, and also does not mean that the conditions to the deaf students' learning are going to be achieved just because of the presence of the interpreter, because, according to Spasiani (2018), only the presence of the sign language does not guarantee that the deaf student is going to learn and that the teaching materials and other pedagogical resources are going to be adapted to this student's needs. The interpreter is not responsible for the teaching process or the learning process of the deaf student, the teacher of the subject is the one who is responsible.

---

[36] World Health Organization.
[37] Available in :<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coron avirus-disease-covid-19>. Access in : 20 de nov. de 2020.
[38] Our translation. Educação a Distância (EAD).
[39] Conselho Nacional de Educação.
[40] Our translation. "diversas consultas foram formuladas ao Conselho Nacional de Educação solicitando orientações em nível nacional a respeito da reorganização do calendário escolar e da possibilidade de cômputo de **atividades não presenciais** para fins de cumprimento da carga horária mínima anual". (BRASIL, 2020, p. 2)
[41] Our translation to "atividades não presenciais" (BRASIL, 2020, p. 2)

Therefore, to analyze the teaching materials developed by the English teacher there were created key questions to guide the analysis, as previously mentioned in section 2.6.3.

The questions prepared for the questionnaire were developed before the coronavirus pandemic, thinking in presential classes. However, because of the pandemic situation, the teaching materials developed by the teacher were, most of them, in a remote education modality. On the other hand, the answers given by the interpreters do not exemplify the reality of the actual situation, they focused on the usual context of an English class – i.e. without social distance.

The key questions that follow were answered analyzing the teaching materials and other documents available (such as the class plans) and complemented with the teacher and the interpreters' questionnaire's answers.

1- Are the teaching materials adapted or created for deaf students or are they just the same ones used to teach hearing students?

By analyzing the ANPs, it was concluded that the teacher retrieved information as images and videos from other resources and used it with the deaf students. The texts presented in the activities and slides do not present any references from sources where they were retrieved from. These materials are not the same for hearing students because the class is only for deaf students. However, these teaching materials created by the teacher for the deaf students can be used by hearing students too. The adaptation itself is in the whole process of retrieving images and videos from other sources and creating texts and questions that were specifically constructed for deaf students' needs. The materials analysed were from the ANPs, but the answers of the interpreters and the teacher were about the materials used in the presencial classes.

As observed in the interpreters' questionnaire, the teaching materials are adapted and/or retrieved from other sources. The teacher of the class answered that the adaptation depends on the activity, there are activities that are adapted for the students' context and there are activities that are not. In some cases, the teacher retrieved the exercise from websites and gave them to the students without any modifications. As a resource to adapt the activities, the teacher also translates the instructions presented in the exercise and stimulates the students to join groups, to discuss the activity together and then help each other. She mentioned in the

questionnaire that she retrieves and adds things that personally believe that are important or not.

As stated by Spasiani (2018, p. 118-119), the creation of teaching materials must be made in group by the teacher and the interpreters, the author also argues that using adapted materials from hearing people "can serve as a basis to achieve the purpose" of teaching.

2- What were the teaching materials used to teach the deaf students?

As mentioned by the interpreters, the English teacher does not use a didactic book, the teaching materials used were Powerpoint presentations, the notebook with the students' hand notes, handouts, flashcards, blackboard, projector, dictionary and videos.

As pointed out by the teacher, the Powerpoint presentations were used for the students to "know/recognize words and vocabulary'' (Teacher's answer, Question 2, Appendix D). Other teaching materials used in class were newspapers, magazines and printed website's pages. The teacher also stimulates the students to copy the information from the blackboard for them to practice writing.

According to Jalil and Procailo (2009):

> As another objective of this method is to transmit knowledge about the language, grammar assumes a normative role, being one of the central focuses of the class. In order to the students become aware of grammatical rules, extensive work with memorization is carried out in the form of structuralist substitution and/or repetition exercises. Structures are worked in a deductive way, that is**, the teacher explains the rules and the students apply the rules through traditional grammatical exercises.**[42] (p.776, highlighted by the author)

The teacher of this research seems to use some grammar-translation method procedures in some classes. In one of the class plans, the teacher explains that, after showing the grammatical explanation, she gave them exercises to fix the grammatical structures. The grammar is not the focus of all classes, however is very present in the researched teacher's classes.

---

[42] Our translation. "Como outro objetivo deste método é o de transmitir um conhecimento sobre a língua, a gramática assume um papel normativo, sendo ela um dos focos centrais da aula. Para que os alunos possam ganhar consciência das regras gramaticais, extensos trabalhos com a memorização são realizados na forma de exercícios estruturalistas de substituição e/ou repetição. As estruturas são trabalhadas de forma dedutiva, ou seja, o professor explica as regras e os alunos aplicam as regras por meio de exercícios gramaticais tradicionais." Jalil and Procailo (2009, p.776)

Fischer and Kipper (2016 apud SPASIANI, p. 70) concluded in their study that activities using technology are a good strategy to teach deaf students because it is "a strong visual resource that contributes for the teaching and learning process".[43]

Furthermore, English grammar is approached in a simple way, because, according to the teacher of this research, most of the deaf students already have difficulties with Portuguese grammar.

The previous statement of the participants is a belief that, since the deaf students have difficulties with Portuguese, consequently they will also have difficulties with English. This is one of the beliefs teachers of deaf students have. The teacher adapted and simplified the grammar in the activities based on her beliefs that the deaf students have difficulties with the Portuguese.

About this, Brito (2010 apud SOUSA 2015, p. 49) observed in her research that the English teachers have some negative beliefs about the deaf student, "considering him/her 'weak' and without basic English language prerequisites".[44] Some of these beliefs are based on the oralist perspective, which states that deaf students have cognitive restrictions. We cannot affirm this is the case of the teacher of our research, but the fact is that the teacher adapts/creates teaching materials with his/her beliefs about deaf students in mind. As another teaching strategy, the teacher used different and eye-catching colors in the Powerpoint presentations and in the blackboard, to highlight the differences and similarities in the sentences and in the grammar structures as a way to make it easier for them to understand, by using Powerpoint presentations and the blackboard to explain the grammatical structure of the English language.

The teacher uses printed images with the students to teach grammar. However, since the class has multimedia devices, the use of it is more often, because, in her opinion, it is easier and more interesting for the deaf students.

The games are also teaching materials used during the classes. In the materials presented by the teacher there was a warm up game[45], where the students had to throw small paper balls in flashcards with the personal pronouns. They should throw the small ball in the card that they believed that had the correct answer after reading the sentence displayed in the

---

[43] Our translation. "são recursos visuais potentes que vêm a contribuir para o processo de ensino e aprendizagem" Fischer and Kipper (2016 apud SPASIANI, p. 70)
[44] Our translation. "destaca-se a crença dos professores quanto ao aluno surdo, considerando-o "fraco" e sem pré-requisitos básicos da língua inglesa." Brito (2010 apud SOUSA 2015, p. 49)
[45] The class plan with the description of the game is in the appendix H.

Powerpoint presentation. As mentioned in the interpreter's answers, the games were used to teach grammar, vocabulary and for the students to interact with each other.

3- How are the dynamics of classes with interpreters and deaf students?

According to the answers of the interpreters, the teacher respects the dynamic of the interpretation to Libras, allowing the interpreters to use their translation strategies to explain the content to the deaf students. Also, if the teacher forgets to respect this dynamic, the interpreters ask him/her to wait and then proceed with the class.

Additionally, the teacher answered that she respects the dynamic of Libras' interpretation, since the deaf student cannot look at the interpreter and at the teaching material at the same time. About the previous topic, the teacher learned to speak and explain contents slowly to allow the interpreters to follow her speech. According to the Interpreter 2, one of the major difficulties was to translate from English to Libras during the classes. This is an evidence that the teacher, in some moments, talked in English during the classes (not only in Portuguese).

Furthermore, the interpreters said that the teacher explains to the students how to use the teaching materials in the classroom and also at home. Spasiani (2018 p. 120) mentions that "in a classroom situation, Libras' visuality is necessary and important when content, which does not exist in signs, needs to be explained, making the interpreter use all the resources that Libras can offer to handle the issue [46]".

In one of the class plans, the teacher wrote that would ask the students the question "WHAT IS GOING TO HAPPEN?". However, she did not explain how she was going to do that. Our hypothesis is that the teacher asked in English and the interpreter translated it into Libras, or the teacher wrote it on the board and then translated it into Portuguese (especially to the interpreter that had just a basic knowledge of English).

Unfortunately, it was not possible to ask the teacher to clarify these questions because the class plan was given to us only after the teacher's questionnaire answers.

As cited by Coura (2016, p.151):

> The multilingual level of the context is the most similar of this research, since Libras, Portuguese and English were in contact the whole time in varied ways. The goal was teaching English, but all the

---

[46] Our translation. "uma situação de sala de aula, a visualidade da Libras se faz necessária e importante quando um conteúdo, que não existe em sinais, precisa ser explicado, fazendo com que a intérprete se utilize de todos os recursos que a Libras pode oferecer para dar conta da questão" Spasiani (2018, p. 120).

time, the conversations were carried out in Libras, using Portuguese for possible comparisons, even in rare cases.[47]

The excerpt above illustrates the dynamics in the English class without interpreters (the teacher knows Libras) and with deaf students, using the three languages mentioned. This multilingual context is very good for the students to keep evolving in the FL, as states Sousa (2008, 2015). In a class with a sign language interpreter, the multi/trilingual context is also present, but in a different way. The deaf students communicate in Libras among them and with the interpreters, the teacher and the interpreter communicate with each other in oral Portuguese or oral English, the teacher (that does not know Libras) communicates with the students mediated by the interpreter or writing them in Portuguese/English, among others.

4- What were the strategies to adapt and create the teaching materials?

The activities created by the teacher focused on the linguistic and communicative practices integrating reading and writing skills. The teacher created most of the teaching material, for example: 1- wrote short texts for the students to read, using a simple language; 2- created short stories with the support of images for them to read.

Almeida Filho (2012b) mentioned that :

> "Communicative grammatical materials are presented in situations with dialogues, authentic texts of current themes with exploratory comprehension activities and controlled essays of use and contextualized grammatical practice of points chosen and illustrated in the texts and dialogues".[48] (p.64)

The ANP produced by the teacher are not consonant with the strong version of communicative approach, because, in this perspective, teaching materials must be authentic, from real life situations, not created specifically for pedagogical situations.

As analyzed in the teaching material given by the teacher and in the interpreters questionnaire answers, the activities were made for the deaf students to give short answers, and also gives freedom for them to write as much as they can or want. Asking the students to

---

[47] Our translation. "O nível multilíngue do contexto foi o que mais se aproximou desta pesquisa, uma vez que a todo o momento a Libras, o Português e o Inglês estiveram em contato de várias maneiras. O objetivo foi o ensino de inglês, mas a todo momento, as comunicações eram feitas em Libras, recorrendo ao português para as comparações que eram possíveis, mesmo que em casos raros" Coura (2016, p.151).

[48] Our translation. "Materiais gramaticais comunicativos são apresentados em situações com diálogos, textos autênticos de temas correntes com atividades exploratórias de compreensão e ensaios controlados de uso e prática gramatical contextualizada de pontos eleitos e ilustrados nos textos e diálogos." Almeida Filho (2012b, p.64)

use their creativity as presented in the interpreters' answers stimulates them to think and use sentences and words from their daily activities.

In the exercises for the students to answer, the teacher does not ask them to respond in English or Portuguse, even though the questions are in Portuguese. It seems that the students can choose if they want to answer in Portuguese or in English, but this study did not interview the students. The possibility to answer in Libras was not present in any activity. However, it does not mean that the students were not allowed to do that, or did not do that since their answers, as previously mentioned, were not collected. In one of the class plans, the teacher mentioned that asked a question and then let the students answer it in Libras. Then, the teacher wrote their answers in English on the board.

The creation of the teaching materials are on the responsibility of the teacher, who adapts, retrieves and creates it by him/herself. The interpreters answered that they participated partially in the creation of the teaching materials and did not have much presence during the adaptation of them. They participated in the process giving tips and advices to the teacher during the elaboration of the teaching materials.

Spasiani (2018, p.117) mentioned that "English teachers and Libras interpreters must work in partnership and together promote more appropriate and harmonious classes in relation to their performance and in relation to their target audience[49]".

As mentioned by the interpreters, the teaching materials are productions and replications made by the teacher. They said that the teaching materials are:

(a) Interpreter 1: Adapted and retrieved from other resources or adapted ones, mentioning that the teaching materials offered by the teacher are adapted by she/he and, if they are retrieved from other resources, the teaching materials are adapted to the students' needs.

(b) Interpreter 2: Retrieved from other resources, declaring that the teaching materials offered to the students by the teacher are not adapted, or created, the interpreter answered that the teacher only retrieves the teaching materials from other resources and gives it in the same way to the deaf students.

The teacher said that adapts appropriately to the students' context or does not adapt, offering the same materials as the way she retrieved from the source'.

---

[49] Our translation. "professores de inglês e intérpretes de Libras devem trabalhar em parceria e juntos promoverem aulas mais adequadas e harmônicas em relação a suas atuações e em relação ao seu público-alvo" Spasiani (2018, p. 117).

Since there were no references in the exercises and the texts presented in the teaching materials, it is possible that the materials were created and not actually retrieved from other resources. On the other hand, the videos and the images used by the teacher in the exercises were retrieved from other sources. However, following the answers of the participants the teaching materials were: (1) created; (2) adapted; (3) retrieved from other sources and (4) adapted and retrieved from other sources.

In short, the teacher does the following:

(A)   translates the instructions of the exercises, suggesting them to work in groups, so one can help the other;

(B)   adds or retrieves 'things' that believes that are important;

(C)   does not use a didactic book.

As previously approached, the interpreter's answers diverged about how the teaching materials are, and then again about which teaching materials they believe are more efficient when teaching deaf students. They said the following:

(a)   Interpreter 1: teaching materials adapted from other resources (are more efficient).

(b)   Interpreter 2: teaching materials created by the teacher are more efficient.

As formerly approached, there is no consensus between the interpreters and there is no research about which materials are better for the deaf students, if they must be adapted or created. Nonetheless, according to Anastasiou and Alves (2004 apud SPASIANI, p. 69), the teaching material must be adequate to the context and to the students that are going to use it. They also complemented that the teacher is the one who is going to select and create these tools for the students. In the case of deaf education, the sign language interpreters have a very important role and should participate in the class planning, but it is important to remember that the teacher is the one who is pedagogically responsible for conducting the teaching process, including the selection of the didactic material.

5- Do these teaching materials approach deaf culture?

In the documents analysed, most of the activities approached the English culture, as Halloween and the writer Edgar Alan Poe. The focus of the teacher was to involve the deaf students in North American and English culture. The interpreters answered that the deaf culture was not or was partially developed in the teaching materials. The deaf culture may have been approached in other teaching materials that were not analyzed in this research.

Table 5 - Answers of the interpreters

Question	Answer (interpreter 1)	Answer (interpreter 2)
The teaching materials provide a gain(s):	(x) Linguistic (x) Social (x)Cognitive (x) Educational	(x) Social (x)Cultural (x) Linguistic (x) Cognitive (x) Educational

Source: The author of this research.

According to the table above, the interpreters were consensual about four gains of the teaching material created by the teacher: linguistic, social, cognitive and educational. However, the cultural aspect was controversial. In our question, we did not specify which cultural gain that would be. Nevertheless, analyzing the teaching materials, it seems that the deaf student had a cultural gain focused on the North American/English culture. Nonetheless, the Interpreter 2 answered that the cultural aspects of the deaf community were partially present in the teaching materials, contrasting with the answer of the Interpreter 1, that answered that in the teaching materials used in class by the teacher the deaf culture was not approached. In fact, the focus of the exercises is the North American/English culture and topics that approach the contexts and situations of daily life.

It would be interesting that the teaching materials could approach the deaf culture in the exercises and themes discussed, as states the deaf education in a bilingual/bicultural approach (QUADROS, 1997).

6- Do these materials approach sign languages?

The teaching materials analyzed in this study do not show and did not approach American Sign Language (ASL) or Libras. As previously mentioned in section 2.2, the teaching of ASL is part of the curriculum of the subject "English", according to the PPP. Therefore, it was expected to be taught in class by the teacher. However, it was not found in the material analyzed in this research.

The interpreters answered that sign language was not or was partially worked in some of the teaching materials, but, as mentioned, this was not found in this research.

7- Do these materials compare English grammar with LIBRAS grammar? Do these materials compare the English vocabulary with the LIBRAS vocabulary? Do these materials use texts that approach sign language?

The data analyzed in this research did not have the students' answers to see if they used the Libras to answer the exercises' questions. However, the activities did not show any aspect of grammar or vocabulary comparison between Libras and English.

The teaching materials analyzed were mostly focused on text comprehension. The Brazilian sign language was not approached in the activities, the focus was on the English language and on Portuguese as a support language, not approaching any texts or references related to sign language, assuming that these activities were done in a non-face-to-face context (because of the pandemic situation).

A possible hypothesis is that during the presential classes, the students might have done some comparisons between English and Libras, but this was not seen in this research.

Sousa (2008, 2015) presents in her studies the good influence of Libras during the writing process of the deaf students, when the deaf student uses the grammar structure of his/her first language (Libras) to create a sentence in the L3 (English). In this case, the deaf student basically translates the words to the L3, using the structure of his/her L1. This shows the importance of Libras and Portuguese for the deaf students' English development, as support languages. Also, as mentioned in the studies of Sousa (2008, 2015), when the students get more confident and learn more about the structure of the FL, they slowly decrease the frequency of these transfers from previous acquired languages.

8- Do these materials contemplate the visuality of deaf people?

The teaching materials and the class plan were created or adapted to the visual necessities of the deaf people. The activities had one or two images and videos that illustrate the topic/theme of that class. Since the materials were sent to the students via virtual platform, the colors of the images remained. The slides created by the teacher were made with a black background, and the letters size are large and yellow, catching the students' attention. The use of a large font and Powerpoint presentation with a black background and yellow letters are presented in the ABNT norms, to guarantee the accessibility of the deafblind people. (ASSOCIAÇÃO BRASILEIRA DE NORMAS TÉCNICAS, 2008)[50].

The videos presented to the class by the teacher were animated videos about the topic of the class. The videos had no dialogues. Some of them have sounds, such as the sound of characters walking or eating, but no voices. The nicest aspect of some videos is that they explain the topic of the class, and one of them presents short sentences in English that the deaf student can easily read and to be aware of the context. Some of them present an animated story that will be used by the students to practice the grammatical topic of the class in written exercises. The student watches the videos and then answers the questions made by the teacher.

Spasiani (2018, p. 122) mentioned that:

> The images, if worked in an appropriate and consistent way, can serve as support for the construction of meanings in foreign language by students. Deaf students are categorical in stating that their use is beneficial, being this the first resource cited by them when asked about what they could contain in didactic materials so that their learning in foreign language could be facilitated[51].

This excerpt reinforces the importance of visual resources in classes for deaf students, and how it considerably influences the learning process of written English. Sousa (2008) mentioned, in her results, that the deaf students considered the visuality of the teaching materials important to them, because their first language is also visual-spatial. In addition, the visual materials produced by her along the English course of her research also influenced the students' FL learning process.

9- *Does it have images, tables, graphics, maps etc.?*

---

[50] Extended typology - characters in extended font (26, for example) that allow the use of residual vision to read texts. (ASSOCIAÇÃO BRASILEIRA DE NORMAS TÉCNICAS, 2008)

[51] Our translation."As imagens, se trabalhadas de forma adequada e condizente, podem servir de apoio para a construção de significados em LE pelos alunos. Os alunos surdos são categóricos ao afirmarem que sua utilização é benéfica, sendo esse o primeiro recurso citado por eles quando perguntados sobre o que poderia conter nos MD para que seus aprendizados em LE fossem facilitados" Spasiani (2018, p. 122).

The classes are planned to contemplate the visuality of the students, the ANP`s have images, the teacher presents videos with no oral dialogues, as short animated movies. The activity has this resource to help the students during their text reading, and then together with images and animated videos, this brings to the class a good tool to work with the students. This helps them to answer the questions in English with the support of the video, the English text and the images. The interpreters agreed in their answers that images were used in the teaching materials given to the deaf students, using videos and cartoon strips as a visual resource to the students. As mentioned in the results of Medeiros (2015), there should be a continuous formation for the teachers for them to create classes and teaching materials that are adequate for the deaf students and that help the interpreter with his/her job.

10- What do the materials chosen emphasize: grammatical accuracy or language use/communication?

The teaching materials used by the English teacher and analyzed in this research approached mostly the grammatical accuracy. The exercises prepared and adapted by the teacher seem the grammar-translation method procedures, though she used videos and games to work with grammatical topics.

The students had to read the English sentences in the videos and use their knowledge of English to comprehend them. There were some powerpoint presentations and exercises to fix the grammar. These specific exercises were not analyzed by us, however, the teacher says, in one of the class plans, that after explaining the grammatical topic, she would give the students a handout for them to practice grammar.

According to Jalil and Procailo (2009):

> The teaching and learning approach revolved around the translation and version of literary texts, since the method was used to assist students in reading these texts in a foreign language. Such literary texts were considered to be of a higher level because they contribute to the knowledge about **the culture of the foreign language,** here seen only with the study of the arts in general.[52] (p.775, highlighted by the author)

---

[52] Our Translation. "O enfoque do ensino e da aprendizagem girava em torno da tradução e da versão de textos literários, já que o método era usado para auxiliar os alunos na leitura destes textos em língua estrangeira. Tais textos literários eram considerados de nível superior por contribuírem como o conhecimento sobre a cultura da língua estrangeira, aqui vista somente com o estudo das artes em geral". Jalil and Procailo (2009, p.775)

The students had to do exercises as playing a game related to the grammatical topic (e.g. personal pronouns) or watching a video with a story in which they must guess what is going to happen in the video and write sentences in English practicing future expressions (e.g. to be going) learned in that class. These grammatical exercises were related with topics such as Halloween (a North American festivity) and the writer Edgar Alan Poe (a symbol of the English culture).

11- Do these materials provide interaction? If so, what kind?

The teaching materials analyzed in this research do not provide interactions among the students. However, the teacher's answers presented that the students ''like to work individually, but they already worked in trios or pairs'' (Teacher's answer, Question 18, Appendix D). The teacher said that working in pairs is good for them and that this adds to their learning process.

In the interpreter`s questionnaire, the answers were that the teaching materials in class, not in the pandemic situation, used to explore the interaction among the students and also with the teacher.

The interpreter 1 said: "usually the deaf students work individually, but sporadically they do changes and mutually collaborate.'' (Interpreter's answer, Question 21, Appendix C)

The interpreter 2 said: "some activities were individual or in groups. However, the students work better in pairs or in groups since some students have a lot of difficulties writing in Portuguese and English.'' (Interpreter's answer, Question 21, Appendix C)

According to Almeida Filho (2013, p. 67), "the teacher should worry more about the student as the individual and agent in the process of learning through the FL. [...] less emphasis in the teaching (process) and more in the practice that makes sense for your life".

As mentioned by Vygotsky (1998 apud MEDEIROS, 2015, p. 90), the interactions in a group are important to the learning process of a language and also to the cognitive development, being all of them benefited in this share of interaction. There are moments where the students prefer to work individually, and there are moments when he/she wants to work in groups, all of these possibilities are moments when the students, as cited by Almeida Filho (2013), are the agent of his/her own learning process.

According to Coura (2016):

> Nonetheless, this time, I believe that the biggest contribution to the LC[53] of the students were the discussions they had between themselves, using the materials I provided. My hands and my inquiries, this time, had occupied a smaller space, without planning. Once again, my intention was to conduct and guide the discussions, aiming students' correspondence with more elaborated discussions. However, because I was very worried about time, I ended up reducing my interventions and I had the feeling that the class would not have been very productive. Only after further reflection I realized that my conduction has an important role, but in many moments, it is not so essencial. I believe that it allowed to empower the students, according to LC goals. (p. 130-131)[54]

The teaching materials created by the teacher to the deaf students in the period pre pandemic, according to the participants, approached the interaction among the students, allowing them to share knowledge and also interact with each other, stimulating the students to share and also maintaining they committed with the class. However, with the ANP, the face to face interaction among students came to an end, because of the social withdrawal. The benefits of these interactions to the learning process of the FL by these students unfortunately were not explored.

12- How is the construction of the class plan?

As stated by the Interpreter 1 "the teacher used to, before the classes, give a brief report of what was planned for the class day [...] the teacher planned the classes alone and sent via email to the interpreter's one day before the classes.'' (Interpreter's answer, Question 3, Appendix C). The interpreter 2 said that the teacher was open to the interpreter's suggestions for modification.

According to the teacher's answers, the class planning for deaf students is different from the regular students, taking into account the creation of colorful teaching materials that contemplated the visuality of these students.

---

[53] LC is the acronym of *Letramento Crítico*.

[54] Our translation. "No entanto, dessa vez, acredito que o que mais contribuiu para o LC dos alunos foram as discussões que eles mesmos fizeram entre si através dos materiais que disponibilizei. Minhas mãos e minhas indagações, dessa vez, ocupara um espaço menor, sem que eu planejasse isso. Mais uma vez, minha intenção era conduzir e guiar as discussões a fim de que os alunos correspondessem com discussões mais elaboradas. Entretanto, por ter ficado muito preocupado com o tempo, acabei diminuindo minhas intervenções e fiquei com a sensação de que a aula não teria sido muito produtiva. Somente depois de uma reflexão maior é que pude perceber que minha condução tem um papel importante, mas em muitos momentos, ela não é tão primordial. Acredito que isso permitiu empoderar os alunos, cumprindo os objetivos que o LC prevê." Coura (2016, p. 130-131)

As mentioned before, the teacher said that she "adapts the grammar, because some grammar topics are difficult for them to comprehend, mainly when they cannot make a link/an association with Portuguese" (Teacher's answer, Question 6, Appendix D).

Oliveira (2007 apud SOUSA 2015, p. 47) found out that some teachers of deaf students have negative beliefs about the learning process of these students, identifying that even experienced teachers have these kind of beliefs and that it may/could have a negative influence on their FL learning process during the classes.

Almeida Filho (2005 apud Sousa 2008, p. 64) stated that a teaching approach is:

> "[...] a set of theoretical assumptions, principles, and even beliefs, even if only implicit, about what a natural language is, what it is to learn and what it is to teach other languages.[55]"

Almeida Filho (2005) and Oliveira (2007) approached the conception of personal beliefs in language teaching. One example of it is that the deaf students must first learn the written Portuguese (L2), vocabulary and grammar, to then learn a FL/L3. As observed in the teacher's answer, she believes that deaf students must previously know Portuguese grammar to then compare it with the English one. Some authors such as Quadros (1997) sustain that comparison between languages in deaf education is encouraged as a teaching strategy. However, to believe that a deaf student only can learn a foreign language after knowing "very well" his/her second language (the official language of the nation), is a personal belief based on an oralist perspective, which puts Portuguese at the center of deaf education. Nothing prevents the deaf from learning several languages at the same time, including Portuguese.

This was the first experience of this English teacher with deaf students. She is still learning how to teach them appropriately, however she is very open to learning and dedicated to the students. At the very beginning, she used to ask for help from the interpreters about how she could present the content to the students and could work during the classes.

Medeiros (2015) mentioned the importance of the sign language interpreter in class and working as a team with the teacher. She mentions that this professional has an important role in guaranteeing the bilingual/bicultural condition of the deaf students in class and also helping the teacher adapting the materials and the classes for the deaf students.

---

[55] Our translation. "[...] um conjunto de pressupostos teóricos, de princípios, e até de crenças, ainda que só implícitas, sobre o que é uma língua natural, o que é aprender e o que é ensinar outras línguas." Almeida Filho (2005 apud Sousa 2008, p. 64)

After becoming more confident and knowing the students better, she did not ask so many questions or for so much advice. She said: "The interpreters are really kind and helpful and give tips when asked for." (Teacher's answer, Question 16, Appendix D).

As mentioned by the teacher in the questionnaire, the institution does not give extra time for the creation of teaching materials, and it is not the responsibility of the TILS to create it.

According to the interpreter's answers, the students felt stimulated and motivated doing the exercises because it has visual contents as images, videos and ''usual sentences''. However, the students do not participate at all in or during the construction and selection of the teaching materials.

13- How is the evaluation carried out and what are the difficulties in teaching deaf students?

Table 6 - Teacher's answer

Question	Teacher's answer
How do you usually evaluate your deaf students?	"I never did a formal exam with them. I evaluate by the production of activities proposed in the classroom, by participation and by small homeworks that I give as a task".

Source: the author of this research.

According to Lukesi (2005 apud AQUINO and NETO, 2009, p. 224)[56] the role of evaluation is to diagnose the learning situation, bearing in mind, the support of the decision taken to improve the quality of the student's performance. In this context, the assessment, according to the author, is procedural and dynamic."

The evaluation strategy of the teacher focuses on the progress of the students. It is a processual and continuous evaluation (Lukesi, 2005), observing how the students evolve during all over the semester, and focusing on the progress, task before task.

---

[56]Our translation. "destaca que o papel da avaliação é diagnosticar a situação da aprendizagem, tendo em vista subsidiar a tomada de decisão para a melhoria da qualidade do desempenho do educando. Nesse contexto, a avaliação, segundo o autor, é processual e dinâmica."Luckesi (2005, apud AQUINO; NETO, 2009, p.224)

Regarding the difficulties of the interpreters, the Interpreter 1 said that the difficulty of interpreting in English classes is the spelling of the words in English since this interpreter only has a basic level of English. However, this was the only difficulty (for her) in this context.

According to the Interpreter 2, the difficulty of interpreting in English classes is to make the interpretation accessible, translating directly from English to Libras, because some students have difficulties with Portuguese and English, therefore this could be a strategy for the students not using the Portuguese to comprehend the contents.

As cited by Spasiani (2018, p. 118) in her research:

> Thus, as the interpreter does not always have the mastery of English and the English teacher does not always have the mastery of Libras, confirming the results of Marinheiro and Lodi (2016) and accusing a professional training problem, it is natural and necessary for these professionals to share information and knowledge related to their area of concentration in order to enhance the learning of deaf students and to minimize the consequences generated by this gap[57].

The difficulties presented by the interpreters were different. The interpreter 1 had difficulties in spelling the English words in Libras, because, as mentioned previously in the section 2.3, she has a basic knowledge of English. However, the interpreter 2 had difficulties when the teacher talked in English and she had to translate into Libras. Even considering herself in an Intermediate/Advanced Level of English proficiency, translating from Portuguese (her L1) to Libras (her L2) is a quite different process from translating from a L3/FL (English) to her L2 (Libras). It requires more cognitive work from the interpreter, who has to access two nonnative languages at the same time. As mentioned by Spasiani (2018), both teacher and interpreter must work together and share knowledge to reinforce the students learning process of a FL, avoiding the barriers that appear during the classes, showing the importance of a professional training of these professionals, interpreters and teachers.

Regarding the difficulties of the teacher, she said the most difficulty in English classes with deaf students are:

Table 7 - Teacher's answers

---

[57] Our translation. "Deste modo, como o intérprete nem sempre domina o inglês e o professor de inglês nem sempre domina a Libras, confirmando os resultados de Marinheiro e Lodi (2016) e acusando um problema de formação profissional, é natural e necessário que esses profissionais compartilhem informações e conhecimentos relacionados à sua área de concentração no intuito de potencializarem o aprendizado dos alunos surdos e de minimizarem as consequências geradas por esta lacuna".Spasiani (2018, p.118)

Questions	Teacher answers
For you, as a foreign language teacher, what is the greatest difficulty with your group of deaf students?	"The fact that I don't know how to communicate in Libras is a factor that I consider problematic. I think I would have a lot more to add to the class, although I recognize the wonderful work of the interpreters. In this group there is also a student with vision problems, which makes it a bit difficult in the pace of the classes."
Would you like to make any specific comments about deaf students and the use of teaching materials that were not covered in the previous questions?	"I would like to say that my experience in teaching English to deaf students was a game changer in my profession. I always thought of taking the best for them and my relationship with the class is great. I feel a great affection for them and I feel that it is reciprocal. I would have liked to prepare myself better at graduation and even later, by going to study Libras formally because it was after working at [...] that I realized how much more people need to know Libras for these individuals to have their places secured and respected in our society."[58]

Source: the author of this research.

The most important topic presented in the teacher's answers is the fact that she does not know Libras, but desires to be better prepared to deal with deaf students. Medeiros (2015) and Spasiani (2018) mentioned in their results that the participants said that there is no specific professional training in the context of teaching English to deaf students. Spasiani (2018) reinforces in her studies that this professional training is well established by the Decree n. 5626/05 to Libras' teachers and to Bilingual teachers (Libras-Portuguese), however, it is not established to teachers of other subjects, briefly mentioning that these professionals should be aware of the linguistic singularities of these students.

The hypothesis for the teacher not learning Libras before is because it was not necessary since she has never had a deaf student in class before. Then, when she had the experience of dealing with a class of deaf students, she realized the language barrier that is not communicating directly with them in their first language, discovering the will to learn Libras and be able to communicate with them.

---

[58] Our translation. "Gostaria de dizer que minha experiência em ensinar inglês para alunos surdos foi um divisor de águas na minha profissão. Eu sempre pensei em levar o melhor para eles e meu relacionamento com a turma é ótimo. Sinto um carinho enorme por eles e sinto que é recíproco. Gostaria de ter me preparado melhor na graduação e até mesmo depois, indo estudar Libras formalmente porque foi depois de trabalhar no [...] que entendi o quanto é necessário mais pessoas saberem Libras para que estes indivíduos tenham seus lugares assegurados e respeitados na nossa sociedade." Teacher`s answer.

3.2 Discussion of the Results

In this section the data previously analyzed is discussed and organized by following the aims of this research.

The general objective of this research is:

- Investigate how the teaching materials used in English classes influence the learning process of written English of deaf students.

The specific objectives of this research are:

- Describe which teaching materials are used by the teacher in English classes to deaf students from a bilingual high school (Portuguese/Libras);
- Investigate how these materials are used by the teacher in English classes for deaf students from a bilingual high school (Portuguese/Libras);
- Analyze in what ways these materials contribute (or not) to the learning process of the deaf students in English classes at a bilingual high school (Portuguese/Libras).

Therefore, after the analysis of the questionnaires and the teaching materials, this study intends to answer the previous objectives.

3.2.1 Describe which teaching materials are used by the teacher in English classes to deaf students from a bilingual high school (Portuguese/Libras)

The teaching materials used by the teacher in the English classes were:

- Powerpoint presentations
- Handouts
- Flashcards
- Blackboard
- Data projector
- Dictionaries

- Animated videos
- Student`s notebook
- Newspapers
- Magazines
- Printed website pages

As previously mentioned, the Powerpoint presentations, the animated videos and the data projector are technological tools that were used by the teacher in the English classes to deaf students and, according to the analysis results, the data collected were positively effective in the learning process of written English. As mentioned by the participants, it stimulates the visuality of the deaf students. According to Spasiani (2018, p. 120), "for deaf students, an exploration of visuality in English classes is a facilitator, in a way that allows them a visual organization and memorization of concepts"[59].

The use of dictionaries, handouts, blackboard, flashcards among others stimulated the students to carry on with the writing. Furthermore, the teacher also used other types of textual resources such as magazines and newspapers. Jordão (2015 apud SILVA, 2017, p. 52) mentions that it is important "not only varied teaching materials and different types of texts, both verbal and visual, in various media, but mainly texts to be read in different ways"[60]. This strategy shows that the teacher approached other types of texts, presenting to the students different kinds of texts with images that stimulates the reading, and consequently, the writing skill of these students.

Exploring different textual resources are important to the development of the student and also in their writing learning process. As defined by Khül (2017) in the results of their research, the use of teaching materials that approach the environment where the students live is a strategy to correlate the images with the students personal experiences, leading them to learn doing a relation with their own life. These were characteristics of the teaching materials analyzed in this research, the teacher used videos, images and themes related to young students' social-cultural environment such as Carnival and Halloween, stimulating the students to continue learning English.

---

[59] Our translation. "Para os alunos surdos, a exploração da visualidade nas aulas de inglês é facilitadora, de modo que permite a eles uma organização visual e uma memorização de conceitos" Spasiani (2018, p. 120)

[60] Our translation. "não apenas materiais didáticos variados e diferentes tipos de textos, tanto verbais quanto visuais, em várias mídias, mas principalmente textos a serem lidos de formas diferentes" Jordão (2015 apud SILVA 2017, p. 52)

Nonetheless, these social-cultural themes are mainly from the hearing culture, as analysed previously. Themes related to the deaf culture were not present in the teaching materials analysed, although one of the interpreters answered that these themes were partially approached in the teaching materials, which was not confirmed during the data analysis.

Medeiros (2015) presented in her results that the teaching materials were including and excluding deaf students, once the class analysed in her research was inclusive and had deaf and hearing students studying together. The teaching materials proposed by the teacher in this research were specifically created to the deaf students, however, did not approach their first language, Libras, specifically, and also did not include deaf culture. The printed website pages and the flashcards were visual strategies that the teacher used to involve the students in the classes. Sousa (2008, p. 101) mentioned in her results that these students "show interest in visual materials". Gonzalez (2015, p. 65) supports that "all of these activities give the learner a chance to interact focusing on communication and the purposeful use of the target language in the classroom and its extensions to achieve the ultimate goal of acquiring communicative competence".[61]

These visual resources were very well explored by the teacher. The flashcards, for example, were used in a warm up game to visually attract students' attention. As previously mentioned by Gonzalez (2015), these activities contribute to the communicative language learning of deaf students, as supposed, consequently influencing the FL writing learning.

3.2.2   Investigate how these materials are used by the teacher in English classes for deaf students from a bilingual high school (Portuguese/Libras)

Because of the pandemic situation, it was not possible to visualize the interaction among the teacher and the teaching materials, leading as result the interpreters and the teacher's answers to the questionnaire about how this interaction was.

The visuality of the teaching materials were approached by the teacher, using images and videos to catch the students attention as slides with highlighted letters. The interpreters, as previously mentioned, told that the teacher explained to the students how to use the teaching materials. It seems that the teacher would have written the instructions in English and then translated them to Portuguese, or talked in Portuguese and the interpreter translated her into

---

[61] Our translation. "Todas essas atividades dão chance ao aprendiz de interagir visando a comunicação e o uso propositado da língua-alvo na sala de aula e suas extensões para atingir o objetivo maior de adquirir competência comunicativa" Gonzalez (2015, p. 65)

Libras. These questions appeared before the teaching materials were analysed and, therefore, it was not possible to ask the teacher about it.

As previously mentioned in the analysis, Silva (2005) observed in her research, in an inclusive English classroom, that the teacher used to talk in English and Portuguese and, sometimes, she did not respect dynamic interpretation to Libras.

The ANP analysed in the research did not approach the interaction between the students, because of the social withdrawal, however, according to the answers of the participants, the students of this research used to work in pairs, groups or individually.

Gonzalez (2015, p. 65) mentions that:

> A teaching material in this perspective, for example, may propose to watch a video, take notes, read and compare them with those of the colleague, discuss some point of interest to reach a consensus (in pairs, with other groups in the class, with the teacher), or that leads to the solution of any problem on the proposed topic, always from the interest of the students.[62]

In one of the class plans analyzed, the teacher used this strategy cited previously. The dynamic was presenting the students a video and they should guess what was going to happen. Each student shared their own answers with the group and, afterwards, the teacher wrote them on the board (it was not specified if the teacher wrote in Portuguese or English), then the students copy in their notebooks. After seeing the end of the video, the students marked in their notebooks which answer of the classmates was the correct one. This interaction between the students is really important to them, because they interact with each other in Libras in order to internalize the knowledge acquired from the L3, using their L1. The teaching materials intermediated this process. Vygotsky (1998 apud MEDEIROS, 2015, p. 36) mentions that the child learning process begins from outside to inside, first during the interaction with the environment and other people, to then become an individual learning process.

3.2.3   Analyze in what ways these materials contribute (or not) to the learning process of the deaf students in English classes at a bilingual high school (Portuguese/Libras).

---

[62] Our translation. "Um material didático nessa perspectiva , por exemplo, pode propor assistir a um vídeo, tomar notas, ler e compará-las com as do colega, discutir algum ponto de interesse para se chegar a um consenso (em duplas, com outros grupos da classe, com o professor), ou que leve à solução de algum problema sobre o tópico proposto, sempre do interesse dos alunos" Gonzalez (2015, p.65)

The teaching materials analyzed contributed to the learning process of these students, because the deaf students learn and perceive the world visually. The adaptations and creations of texts and use of images and videos contributed to the acquisition of the L3. Medeiros (2015) presented in her results that these visual resources were a "facilitator" to the deaf students, the author used the term "scaffolding", as a strategy to stimulate the autonomy of the students during the execution of the exercises. Carneiro (2006 apud MEDEIROS 2015, p. 107) mentions that these strategies created by the teacher give the students signs that belong to their environment, leading them to create meaning about what they are learning.

 As previously mentioned in the participants questionnaire analysis, not focusing on replication of answers in the exercises allows the students to use their creativity to formulate their own sentences in English, using the structure of L1 and L2 to write in the L3. Quadros (2005 apud SOUSA, 2008, p. 32) establishes that bilingualism is an "additive" approach, therefore use the L1 and the L2 during the learning process of the L3 allows students to be more aware of their learning process and use the grammatical structures of these languages to evolve and develop at the L3. Sousa (2008) presented in her results that the students used these strategies and had a positive learning process in L3, she also emphasizes that, along the process of learning the L3, gradually the students replace the grammatical structures of the L1 and the L2 for the structure of the L3.

Approaching interesting themes in the teaching materials also contributed to the learning process of these students. Almeida Filho (2012, p. 61) mentions that the teaching materials must not be to an "average fictional audience"[63]. He explains that most of the materials used by the teacher in class were previously created and prepared by other professionals that create materials from other contexts, that are not for the specific class that it may be used. Producing, creating and adapting teaching materials to the students context includes presenting themes and cultural aspects of their own context.

The materials analyzed in this research approached themes that contemplated the environment and cultural reality of a young Brazilian student, however, themes and aspects related to the deaf culture were not approached in the materials. Their own culture was excluded during the English classes. As cited by Sousa (2008), the deaf community still has to fight for their rights and have their cultural aspects recognized.

On the other hand, cultural aspects of the target language (English), as previously mentioned, were more approached in the teaching materials analyzed in this research. This

---

[63] Our translation. "público médio fictício" Almeida Filho (2012, p. 61)

stimulates the students to carry on with their studies and attracts their attention, because the English culture is one of the most spread in the world. Therefore, they supposed that these students may have had some contact with these cultural themes/aspects before. Studying this in a L3 class can be a positive aspect for their learning process.

It would be also interesting to the students to create teaching materials that would be good and interesting for them. The teacher can construct together with the students some materials during the classes. They would use their own knowledge on the L3 to create it and this would make them also learn a lot more during the process of the creation of these materials.

3.2.4 Investigate how the teaching materials used in English classes influence the learning process of written English of deaf students.

When questioning the interpreters and the teacher how the materials used in class influence the written English learning process by deaf students, they answered as transcribed[64] below:

> Interpreter 1: The preparation of teaching materials always facilitates students' learning, in all aspects, this includes the process of learning to write. So materials that explore the visuality of the deaf, better contemplate the image/ word relationship, or object / word will be beneficial whether used in classrooms.

> Interpreter 2: Well, as the deaf is a visual person, I believe that thinking about the class already considering visual strategies facilitates the learning not only of written English, but of any curricular component.

> Teacher: I think when I bring authentic material, students are more willing to interact and produce. It does not matter if these materials were online or printed, it was always something that called this group attention. It was interesting to see how they established a parallel between words written in English and Portuguese. Sometimes, they used to see a word in English and say: ah, it looks like (a word in Portuguese), when I was teaching cognates and

---

[64] Recalling that the interpreters answered this question from the questionnaire in Portuguese and the teacher in English.

false cognates. Another very interesting moment in class was when I asked them to do a final work searching for titles of TV series, games or movies for them to check the use of cognates and false cognates and they did a pretty good job. They were supposed to translate the titles to Portuguese and see whether the names resembled the Portuguese language. I see this as a very positive action towards their learning due to some reasons I can mention here.

First, it is important for students to establish these parallels with the two languages because it helps them to acquire and internalize knowledge. Second, requiring students to research things they are interested in after presenting a grammar topic, for instance, promoting a sense of independence and meaningfulness which contribute to the process of learning written English. With deaf students it is noticeable how their knowledge might expand in linguistic terms. In several situations I had to teach/explain the meaning of some words in Portuguese that were new to them. Thus, I truly believe that the teaching materials presented and used in my classes were effective.

As presented in the participants answers, the use of comparison between the Portuguse language and the English languages was a positive for the students' learning process, because they can set a parallel between these two languages and internalize better the words in English. As previously mentioned by Quadros (2005 apud SOUSA, 2008, p. 32), knowing more than one language is an advantage and that one language does not exclude the other, both may be accessed by the bilingual according to their communicative environment. As supported by Grosjean (1989, p.1), "the bilingual is not two monolinguals in one person", he affirms that both languages of a bilingual person are activated at the same time in the brain. This relation of the students with Libras, Portuguese and English is a natural behavior of their brain. Comparing the languages vocabulary and grammar means that their brains are doing this association also "involuntarily" - beyond conscious[65].

Approaching interesting themes before inserting the grammar aspects of english grammar was an intelligent strategy used by the teacher, because the teacher held their attention, stimulated and engaged the student before presenting some grammatical topics to later work the writing skills of these students.

---

[65] See Sousa (2008) and Sousa (2015) to read more about conscience and unconsciousness in the use of communication strategies such as vocabulary and grammar transfer.

The positive aspects previously mentioned stimulates the students to be the agent of their own learning process (ALMEIDA FILHO, 2013). As approached by the teacher when the students research a topic of their own interest the class is more attractive and the students manage the way they learn better, focusing on what is relevant for them to learn.

As previously presented in the analysis of the teaching materials and participants answers, the teaching materials influenced the written English learning process in the following aspects:

- The presence of visual resources, as images and videos, that served as a stimulus and basis to write in English.
- The written portuguese and the written english.
- Interesting topics/themes.
- Not focusing only on grammatical topics.
- Materials created/adapted by the teacher.
- Flashy colors and large font.
- Stimulating interactive games to attract the students' attention.
- The students as the agent of their learning process.

The participants' answers complemented the previous aspects presented in the teaching materials and how it influenced the learning process of english by deaf students. Mentioning the comparison between the portuguese language (L2) with the english language (L3), according to the teacher, had a good influence on these students' processes.

According to Sousa (2008, p. 108):

> The data suggest, therefore, that both LIBRAS and the Portuguese language have the role of compensating the subject's lack of knowledge regarding the syntactic structure of the English language (interlinguistic transfer). In the case of Portuguese, this transfer also occurs in relation to the lexicon.[66]

These are usual learning strategies from bilingual students. They tend to use the L1/L2 structure and vocabulary to compensate for the lack of knowledge of the grammar and vocabulary structure of the FL/L3 (Sousa, 2008). Leading these students, as mentioned by the

---

[66] Our translation. "Os dados sugerem, portanto, que tanto a LIBRAS quanto a língua portuguesa têm o papel de compensar a falta de conhecimento do sujeito com relação à estrutura sintática da língua inglesa (transferência interlinguística). No caso do português, essa transferência também ocorre com relação ao léxico" Sousa (2008, p. 108)

teacher, to "internalize the knowledge". The presence of this in the teaching materials was positive for the learning process of the written English of these students.

The teacher mentioned the situation of comparing the English words with the portuguese ones; About this, Sousa (2008, p. 200) mentions that:

> From the first day of school, they asked for translations of the new vocabulary, in English, into Portuguese. According to the students, this was a way of register(ing) in writing, to help them not forget the new vocabulary. In addition, in the study of grammatical topics, they asked what the structure under study in the Portuguese language would be like. It is as if they felt the need to compare English with another oral language - in addition to comparisons with their sign language.[67]

The results of Sousa (2008) are in line with the results presented in this research, the students have this necessity to compare and check vocabulary between the languages they know, as an ordinary bilingual student. As mentioned by the participants of Sousa (2008) and by the teacher of this research, comparing Portuguese words to the English ones is a natural process.

As the deaf are visual people, they write down the words and also visually identify the similarities between L2 and L3, processes that positively influence the learning process of writing in English. This was present in the teaching materials created/adapted by the teacher of this research.

The presence of visual resources in the teaching material was another topic approached by the participants and presented in the teaching materials analyzed, as previously mentioned by them, the visual resources positively influenced the learning process of the students, because they caught their attention and stimulated them to write in English. The videos presented to the students in the teaching materials had sound, however did not have oral dialogues, thus enabling the students to understand the context of the story and be able to answer questions in English. They also had to associate images and words or find similarities in the words in English and in Portuguese.

Spasiani (2018, p. 120) mentioned that:

> "[...] It means the support to visual issues, the use of supports and visual strategies, which can be from written on the blackboard and films to tables, already brought in

---

[67]Our translation. "Desde o primeiro dia de aula, eles pediam traduções do novo vocabulário, em inglês, para a língua portuguesa. Segundo os alunos, essa era uma maneira de registrar por escrito, para ajudá-los a não esquecer o vocabulário novo. Além disso, nos estudos de tópicos gramaticais, eles indagavam como seria a estrutura em estudo na língua portuguesa. É como se eles sentissem a necessidade de comparar o inglês com outra língua oral – além das comparações com sua língua de sinais" Sousa (2008, p. 200).

> some LD[68], although not purposely for the education of the deaf. This visuality may even be the Libras, which already justifies its importance in the education of the deaf."[69]

Approaching interesting themes in the materials was relevant in this research. Some themes approached by the teacher were: Halloween, the writer Edgar Alan Poe, Carnival, the verb "to be" and "going to", personal pronouns, among others. These topics were worked using different teaching strategies, such as games with the use of flashcards and animated short movies. This makes the students pay more attention to the class instead of just interacting with papers and dictionaries. The resource of the data projector in class was very well used by the teacher, technological visual resources are stimulating not only to deaf students but to the hearing students also. This generation of students came from a very virtual and technological world, where being in class and not using these technologies with them is going against the tide. A lot more is being required from teachers to take advantage of these technologies in the classroom. This research was conducted in a public school that had a good structure and resources to have this type of technology in all the classes, however this is not the reality of the Brazilian public educational system, where some teachers only have a blackboard and a chalk to work with.

Final Remarks

In order to to investigate how the teaching materials used in English classes influence the learning process of written English of deaf students, this research (1) described the teaching materials used in class by the teacher; (2) investigated how these materials were used by the teacher and (3) analyzed in what ways these materials contribute to the learning process of the deaf students.

The results show that the teaching materials used by the teacher involve a range of types, such as Powerpoint presentations, handouts, blackboard, animated videos, dictionaries, data projector, flashcards, among others. These visual materials stimulated the students and contributed to their learning process, because they were specifically created and adapted to them by the teacher, who prioritized in the teaching materials the visuality of the deaf

---

[68] LD is the acronym of *Livro Didático*.

[69] Our translation. "[...]Significa o apoio a questões visuais, a utilização de suportes e estratégias visuais, que podem ser desde escritos na lousa e filmes até tabelas, já trazidas em alguns LD, embora não propositalmente para a educação de surdos. Essa visualidade pode, inclusive, ser a da própria Libras, o que já justifica sua importância na educação de surdos." Spasiani (2018, p.120)

students, stimulating them to create meaning by associating the images with the words, or with the videos and the grammatical/interesting theme.

Approaching interesting themes in the materials, such as Carnival and Halloween, was also a positive strategy used by the teacher not to focus only on the grammatical topics, though rather work on grammar, vocabulary and the theme together, allowing the students to use their creativity to create and answer the questions, because they were encouraged to think and express themselves in the way they could.

According to the participants, the students compared the words in Portuguese with the words in English, and were able to express, during the presential classes, in Libras, allowing them to use L1, L2 and the L3 to develop and evolve in their learning process of a FL/L3.

Nevertheless, a relevant aspect presented in the analysis of the teaching materials was the fact that deaf culture was not approached in the activities, even ASL or Libras. The teacher focused only on cultural themes related to the target language.

The interpreters were an important presence in this study. The results showed that they advised the teacher on how to adapt the teaching materials to the deaf students, contributing with their impressions that teaching materials created and adapted by the teacher could be more efficient to the deaf students.

In conclusion, the materials analyzed in this research were positively effective to the learning process of the deaf students, contemplating their visuality and being adapted to their context, therefore, contributing to the evolution of the writing process of these students, with captivating themes and the use of technological tools, such as the data projector, Powerpoint presentations and animated videos, stimulating the creativity and autonomy of the students during the classes. The fact that the teacher did not approach only the grammar, but integrated interesting themes together with these grammatical topics was also a relevant result of this research.

This study was relevant to the academy because it investigated specifically the teaching materials produced by an English teacher of deaf students, encouraging other researches to continue this study in a distinct situation that would not be a pandemic, where the interaction among the teacher, students, interpreter and the teaching materials can be observed to contribute with the results of further researches.

Some suggestions for further studies are: (1) Investigate the beliefs of english teachers and interpreters about the learning process and acquisition of a LE/L2; (2) Analyse the translation process of the interpreter during the classes; (3) Interview the deaf students

about their perceptions and opinions of the english class, and then; (4)Investigate the lack of public politics and official documents to guide the teaching of english for deaf students, and the missing of continuing education for these professional in their work environments.

REFERENCES

ASSOCIAÇÃO BRASILEIRA DE NORMAS TÉCNICAS. ABNT NBR 15599: **Acessibilidade - Comunicação na prestação de serviços**. Rio de Janeiro, p. 37. 2008.

ALMEIDA FILHO, José Carlos Paes de. **Dimensões comunicativas no ensino de línguas.** 7. ed. Campinas, São Paulo: Pontes. 2013.

ALMEIDA FILHO, José Carlos Paes de. **Parâmetros atuais para o ensino de português língua estrangeira**. 2. ed. Campinas: Pontes, 2012a.

ALMEIDA FILHO, José Carlos Paes de. **Quatro estações no ensino de línguas.** Campinas, São Paulo: Pontes. 2012b.

AQUINO, Josefa de Lima Fernandes; NETO, Ana Lúcia Gomes Cavalcanti. **A avaliação da aprendizagem como um ato amoroso**: o que o professor pratica? Educação em Revista, Belo Horizonte**,** v.25, n.02, p.223-240, ago. 2009. Disponível em: https://www.scielo.br/pdf/edur/v25n2/10.pdf. Acesso em: 23/11/20

BENTES, José Anchieta de Oliveira; HAYASH, Maria Cristina Piumbato Innocentini. **Normalidade, diversidade e alteridade na história do instituto nacional de surdos**. Revista Brasileira de Educação**.** Rio de Janeiro, v. 21, n. 67, out.-dez. 2016. p.851-874. Disponível em: https://www.scielo.br/pdf/rbedu/v21n67/1413-2478-rbedu-21-67-0851.pdf. Acesso em: 23/11/20. doit:http://dx.doi.org/10.1590/S1413-24782016216744

BRASIL. *Ministério da Educação. Conselho Nacional de Educação. **Parecer nº 5/2020.** Brasil: Ministério da Educação, 28 abr. 2020*. Disponível em: http://portal.mec.gov.br/index.php?option=com_docman&view=download&alias=145011-pc p005-20&category_slug=marco-2020-pdf&Itemid=30192. Acesso em: 28 out. 2020.

BRASIL. ***Decreto n. 5626/05 de 22 de dezembro de 2005***. *Brasília/DF, 2005*. Disponível em: http://portal.mec.gov.br/docman/maio-2020-pdf/146571-texto-referencia-parecer-sobre-educa c-a-o-bili-ngue/file. Acesso em: 20/11/2020

BRAHIM, A. C. S. M. . From structuralism to the language as discourse conception: the impacts in foreign language reading pedagogy. **Revista Intersaberes,** *8* (16), 2013.

CARDOSO, R. C. T. **The communicative approach to foreign language teaching: a short introduction**. 2. ed. Campinas, São Paulo: Pontes. 2004.

CONSELHO DA EUROPA. **Quadro europeu comum de referência para as línguas: aprendizagem, ensino, avaliação** (DEPÓSITO LEGAL No. 172 574/01) Lisboa, Portugal: Gráfica/GRAFIASA. 2001.

COUNCIL OF EUROPE. **From linguistic diversity to plurilingual education:** guide for the development of language education policies in Europe. Executive Version. Language Policy Division.Strasbourg: DGIV, Conselho Europeu, 2007. Disponível em: <goo.gl/Yx9TjI>. Acesso em: 30/07/2013.

DEAFNESS. *In:* **EN. OXFORDDICTIONARIES.** Disponível em: <https://en.oxforddictionaries.com/definition/deafness> Acesso em: 11/05/2019

GIL, A. C. **Como elaborar projetos de pesquisa**. São Paulo: Atlas, 2002. 4 ed.

GONZALEZ, Verónica Andrea. **Análise de abordagem de material didático para o ensino de línguas (PLE/PL2).** Dissertação de Mestrado. Instituto De Letras-IL. Departamento De Línguas Estrangeiras E Tradução - LET. Programa De Pós -graduação em Linguística Aplicada - PPGLA. Universidade De Brasília- UNB, 2015

GROSJEAN, Françoise. Neurolinguists, beware! The bilingual is not two monolinguals in one person. **Brain and Language,** *36*, 3-15. Academic Press, Inc. 1989.

JALIL, Samira Abdel; PROCAILO, Leonilda. METODOLOGIA DE ENSINO DE LÍNGUAS ESTRANGEIRAS: PERSPECTIVAS E REFLEXÕES SOBRE OS MÉTODOS, ABORDAGENS E O PÓS-MÉTODO. **IX Congresso Nacional de Educação** - EDUCERE - III Encontro Sul Brasileiro de Psicopedagogia 2009, p. 774-784.

LEI nº 10.436, 24 de abril, 2002 **Dispõe sobre a Língua Brasileira de Sinais -** Libras e dá outras providências. Brasília, 2002. Disponível em: <http://www.planalto.gov.br/ccivil_03/leis/2002/l10436.htm> Acesso em: 20/05/2019.

MEDEIROS, T. G. **Inglês para alunos surdos:** concepções de professores de inglês e intérpretes diante da inclusão e a prática de ensino de inglês para alunos surdos**. Editora: Novas Edições Acadêmicas. 2015.

MENEZES, L. J. J. M. **Plurilinguismo, multilinguismo e bilinguismo**: reflexões sobre a realidade linguística moçambicana. Revista Percursos Linguísticos, 3(7), p. 81-91. , 2013. Disponível em: <periodicos.ufes.br/percursos/article/download/6284/4593. ISSN: 2236-2592> Acesso em: 29/05/2019

PACHECO, Denise Gomes Leal da Cruz. **Português para estrangeiros e os materiais didáticos**: um olhar discursivo. Rio de Janeiro, 2006. xi, 335 f.: il. TESE (Doutorado em Letras) – Universidade Federal do Rio de Janeiro, Instituto de Letras, 2006.

PEREIRA, K. A. **O ensino de língua estrangeira na educação de surdos:** recontextualização dos discursos pedagógicos em práticas de teachers de alunos surdos. Tese de Doutorado. Universidade Federal de Pelotas, 2015.

PIZZIO, Aline Lemos; QUADROS Ronice Müller de. **Aquisição da Língua de Sinais** Licenciatura em Letras-Libras na Modalidade a Distância,Universidade Federal de Santa Catarina. Florianópolis, 2011. Disponível em:<https://www.libras.ufsc.br/colecaoLetrasLibras/eixoFormacaoEspecifica/aquisicaoDeLin

guaDeSinais/assets/748/Texto_Base_Aquisi_o_de_l_nguas_de_sinais_.pdf.>Acesso em: 22/01/2021

PRODANOV, Cleber Cristiano; FREITAS, Ernani Cesar de. **Metodologia do trabalho científico [recurso eletrônico] : métodos e técnicas da pesquisa e do trabalho acadêmico**. 2. ed. – Novo Hamburgo: Feevale, 2013.

QUADROS, R. M. de. **Educação de surdos: a aquisição da linguagem**. Porto Alegre: Artes Médicas, 1997.

QUADROS, R. M. de. **Língua de herança**: língua brasileira de sinais. Porto Alegre: Penso, 2017.

REES, D. K. **Considerações sobre a pesquisa qualitativa**. Signótica, v.20, n.2, 2008.

SILVA, Claudney Maria de Oliveira. **O Surdo na escola inclusiva aprendendo uma língua estrangeira (Inglês): Um desafio para teachers e alunos.** Dissertação de Mestrado. 230 p. Programa de Pós-Graduação em Linguística Aplicada. Instituto de Letras. Universidade de Brasília, 2005.

SOUSA, Aline Nunes de. **Surdos brasileiros escrevendo em inglês:** Uma experiência com o ensino comunicativo de línguas. Dissertação de Mestrado. 237 p. Programa de Pós-Graduação em Linguística Aplicada. Centro de Humanidades. Universidade Estadual do Ceará. Fortaleza, 2008.

SOUSA, Aline Nunes de. **Educação plurilíngue para surdos:** uma investigação do desenvolvimento da escrita em português (segunda língua) e inglês (terceira língua). Tese de Doutorado. Programa de Pós-Graduação em Linguística. Centro de Comunicação e Expressão. Universidade Federal de Santa Catarina. Florianópolis, 2012.

SPASIANI, Monique Vanzo. **Ensino de inglês para alunos surdos:** materiais didáticos e estratégias de ensino. Dissertação de Mestrado. 216 p. Programa de Pós Graduação em Linguistica. Universidade Federal de São Carlos. São Carlos, São Paulo, Brasil. 2018.

WHO. World Health Organization. **Coronavirus disease**.; 2020 Disponível em: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/question-and-answers-hub/q-a-detail/coronavirus-disease-covid-19>. Acesso em : 20 de nov. de 2020.

WIDDOWSON, H. G. **O ensino de línguas para a comunicação.** 2. ed. Campinas: Pontes. 2005.

YOKOTA, Rosa. Resenha da obra "PAIVA, Vera Lúcia Menezes de Oliveira. **Aquisição de Segunda Língua**. Universidade Federal de São Carlos. São Paulo: Parábola, 2014. ISBN 978-85- 7934-093-2. Linguagem & Ensino, Pelotas, v.18, n.2, p. 457-464, jul./dez. 2015.

APPENDIX A

Plataforma Brasil MINISTÉRIO DA SAÚDE - Conselho Nacional de Saúde - Comissão Nacional de Ética em Pesquisa – CONEP

FOLHA DE ROSTO PARA PESQUISA ENVOLVENDO SERES HUMANOS

1. Projeto de Pesquisa: UM ESTUDO DOS MATERIAIS DIDÁTICOS EM AULAS DE INGLÊS PARA ALUNOS SURDOS EM UMA ESCOLA DE ENSINO MÉDIO BILÍNGUE	

2. Número de Participantes da Pesquisa: 24

3. Área Temática:

4. Área do Conhecimento:
Grande Área 8. Linguística, Letras e Artes

PESQUISADOR RESPONSÁVEL

5. Nome:
ALINE NUNES DE SOUSA

6. CPF: 621.737.583-49	**7. Endereço (Rua, n.º):** ROBERTO SAMPAIO GONZAGA S/N TRINDADE FLORIANOPOLIS SANTA CATARINA 88040900		
8. Nacionalidade: BRASILEIRO	**9. Telefone:** (48) 9117-4860	**10. Outro Telefone:**	**11. Email:** aline.fortaleza.ce@gmail.com

Termo de Compromisso: Declaro que conheço e cumprirei os requisitos da Resolução CNS 466/12 e suas complementares. Comprometo-me a utilizar os materiais e dados coletados exclusivamente para os fins previstos no protocolo e a publicar os resultados sejam eles favoráveis ou não. Aceito as responsabilidades pela condução científica do projeto acima. Tenho ciência que essa folha será anexada ao projeto devidamente assinada por todos os responsáveis e fará parte integrante da documentação do mesmo.

Data: 10 / 12 / 2019   *Aline Nunes de sousa*
                                              Assinatura

INSTITUIÇÃO PROPONENTE

12. Nome: Universidade Federal de Santa Catarina	**13. CNPJ:** 83.899.526/0001-82	**14. Unidade/Órgão:**
15. Telefone: (48) 3721-9206	**16. Outro Telefone:**	

Termo de Compromisso (do responsável pela instituição): Declaro que conheço e cumprirei os requisitos da Resolução CNS 466/12 e suas Complementares e como esta instituição tem condições para o desenvolvimento deste projeto, autorizo sua execução.

Responsável: MARIA ESTER W. MORITZ   CPF: 823342509-53

Cargo/Função: COORDENADODA CURSO

Data: 10 / 12 / 2019   Prof. Dra. Maria Ester Wollstein Moritz
Coordenadora da Graduação em Letras
Línguas Estrangeiras e Secretariado Executivo
Portaria nº 1415/2019/GR   *maeta wm*
                                              Assinatura

PATROCINADOR PRINCIPAL

Não se aplica.

APPENDIX B - Ethics Comitte's Authorisation Document

UNIVERSIDADE FEDERAL DE
SANTA CATARINA - UFSC

PlataForma Brasil

PARECER CONSUBSTANCIADO DO CEP

DADOS DO PROJETO DE PESQUISA

Título da Pesquisa: UM ESTUDO DOS MATERIAIS DIDÁTICOS EM AULAS DE INGLÊS PARA ALUNOS SURDOS EM UMA ESCOLA DE ENSINO MÉDIO BILÍNGUE

Pesquisador: ALINE NUNES DE SOUSA

Área Temática:

Versão: 2

CAAE: 29435720.2.0000.0121

Instituição Proponente: Universidade Federal de Santa Catarina

Patrocinador Principal: Financiamento Próprio

DADOS DO PARECER

Número do Parecer: 4.027.640

Apresentação do Projeto:

Projeto de TCC de Nicole da Cruz Rabello, orientado pela Profa. Dra. Aline Nunes de Sousa do Departamento de Artes e Libras da UFSC. Trata-se de um estudo de caso de cunho descritivo e quali-quantitativo que pretende investigar os materiais didaticos utilizados em um contexto de sala de aula de ensino de ingles para surdos e sua influencia no processo de aprendizagem dessa lingua por esses estudantes, em uma escola secundaria bilingue (Portugues/Libras). Os professores e interpretes responderao a questionarios, os estudantes surdos participarao de entrevistas e algumas aulas serao observadas.

Objetivo da Pesquisa:

Objetivo Primario:

Analisar o uso de materiais didaticos em ingles como lingua estrangeira em aulas para alunos surdos de uma escola de ensino medio bilingue, mediada por um interprete de lingua de sinais.

Avaliação dos Riscos e Benefícios:

Já avaliados.

Comentários e Considerações sobre a Pesquisa:

Sem comentários ou considerações.

Endereço: Universidade Federal de Santa Catarina, Prédio Reitoria II, R: Desembargador Vitor Lima, nº 222, sala 401
Bairro: Trindade   **CEP:** 88.040-400
UF: SC   **Município:** FLORIANOPOLIS
Telefone: (48)3721-6094   **E-mail:** cep.propesq@contato.ufsc.br

UNIVERSIDADE FEDERAL DE
SANTA CATARINA - UFSC

Continuação do Parecer: 4.027.640

Considerações sobre os Termos de apresentação obrigatória:

Todos os termos obrigatorios foram apresentados.

Conclusões ou Pendências e Lista de Inadequações:

Todas as pendências relativas aos TCLEs e ao TALE foram resolvidas adequadamente. Não há impedimento para a realização da pesquisa.

Considerações Finais a critério do CEP:

Este parecer foi elaborado baseado nos documentos abaixo relacionados:

Tipo Documento	Arquivo	Postagem	Autor	Situação
Informações Básicas do Projeto	PB_INFORMAÇÕES_BÁSICAS_DO_P ROJETO_1471797.pdf	11/04/2020 23:07:10		Aceito
Outros	carta_resposta.pdf	11/04/2020 23:06:11	NICOLE DA CRUZ RABELLO	Aceito
Parecer Anterior	PB_PARECER_CONSUBSTANCIADO_ CEP_3911433.pdf	11/04/2020 22:50:21	NICOLE DA CRUZ RABELLO	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_aluno_maior_de_idade.docx	11/04/2020 22:41:11	NICOLE DA CRUZ RABELLO	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TALE_aluno_menor_de_idade.docx	11/04/2020 22:40:45	NICOLE DA CRUZ RABELLO	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_pais_responsaveis.docx	11/04/2020 22:40:07	NICOLE DA CRUZ RABELLO	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_interpretes.docx	11/04/2020 22:39:29	NICOLE DA CRUZ RABELLO	Aceito
TCLE / Termos de Assentimento / Justificativa de Ausência	TCLE_professor.docx	11/04/2020 22:38:58	NICOLE DA CRUZ RABELLO	Aceito
Cronograma	CronogramaNicole.pdf	11/04/2020 22:34:50	NICOLE DA CRUZ RABELLO	Aceito
Projeto Detalhado / Brochura Investigador	projeto_de_tcc_Nicole.doc	21/02/2020 16:47:54	ALINE NUNES DE SOUSA	Aceito

UNIVERSIDADE FEDERAL DE SANTA CATARINA - UFSC

Continuação do Parecer: 4.027.640

Folha de Rosto	folhaderosto.pdf	10/12/2019 15:18:41	NICOLE DA CRUZ RABELLO	Aceito
Outros	declaracao.pdf	17/11/2019 12:25:33	NICOLE DA CRUZ RABELLO	Aceito
Outros	declaracao_consentimento.pdf	17/11/2019 12:24:48	NICOLE DA CRUZ RABELLO	Aceito

Situação do Parecer:
Aprovado

Necessita Apreciação da CONEP:
Não

FLORIANOPOLIS, 14 de Maio de 2020

_____

Assinado por:
Maria Luiza Bazzo
(Coordenador(a))

APPENDIX C - Interpreter`s Questionnaire

**QUESTIONÁRIO PARA O INTÉRPRETE SOBRE OS MATERIAIS DIDÁTICOS
UTILIZADOS EM AULAS DE INGLÊS PARA ALUNOS SURDOS**

**Pesquisa: Um Estudo dos Materiais Didáticos Usados em Aulas de Inglês para Alunos
Surdos em uma Escola de Ensino Médio Bilíngue**

Orientadora: Profª. Drª. Aline Nunes de Sousa (DLSB/UFSC)

Pesquisadora: Nicole da Cruz Rabello (DLLE)

**As perguntas a seguir foram adaptadas ou retiradas dos livros de Sternfeld (1996),
Almeida Filho (2012) e Cardoso (2004).**

1- Qual a sua formação acadêmica?

_____

2- Qual o seu nível de conhecimento de língua inglesa?

_____

3- Você participa, em algum nível, do planejamento das aulas de inglês junto ao teacher que
você interpreta? Comente.

_____

4- Quais materiais didáticos são usados em sala pelo teacher na aula de inglês que você
interpreta?

( ) Livro didático   ( ) Slides

( ) Apostila ( ) Caderno com anotações manuais dos alunos

( ) Xerox ( ) Outros: _____

5 Na sua percepção, os materiais promovem uma interação aluno-aluno?

( ) Sim   ( ) Não ( ) Parcialmente

6- Na sua percepção, os materiais promovem uma interação aluno-teacher?

( ) Sim   ( ) Não   ( ) Parcialmente

7- Na sua percepção, os materiais promovem uma interação aluno-texto?

( ) Sim ( )Não   ( ) Parcialmente

8- As atividades geralmente demandam respostas curtas ou longas?

( ) Curtas ( )Longas

9- As atividades requerem uma resposta "pronta" ou são abertas à imaginação/criatividade do aluno? Comente.

_____

10- Os alunos têm algum envolvimento na criação dos materiais didáticos?

( )Sim ( )Não ( )Parcialmente

11- O intérprete tem algum envolvimento na criação dos materiais didáticos?

( )Sim ( )Não ( )Parcialmente

12- Na sua percepção, os alunos se sentem motivados a realizar a atividade proposta no material didático? Comente.

_____

13- Os materiais didáticos proporcionam um ganho (s): (assinale mais de uma)

( ) Social ( ) Cultural ( ) Linguístico

( ) Cognitivo ( ) Educativo ( ) Outro: _____

14- O material didático trabalha a:

( ) Produção

( ) Replicação

15- O material didático trabalha tópicos relacionados à cultura surda e língua(s) de sinais?

( ) Sim ( )Não ( )Parcialmente

Se sim, exemplifique:

_____

16- O material utiliza imagens?

( ) Sim ( ) Não

Se sim, de que tipo?

Sim, História em quadrinhos, por exemplo.

Os materiais são:

( ) autênticos

( ) adaptados

( ) retirados de outras fontes

( ) retirados de outras fontes e adaptados

( ) Não sabe

18- Para a aprendizagem do aluno surdo, você considera mais eficazes os materiais:

( ) criados pelo teacher

( ) adaptados de outra fonte

( ) materiais retirados de outra fonte sem adaptação

19- O teacher explica aos alunos como utilizar o material didático em sala ou em casa?

( ) Sim   ( )Não

20- Quando o teacher mostra algum material didático visual (como texto ou imagens projetadas em slides), ele respeita a dinâmica de interpretação para a Libras (já que o aluno surdo não pode olhar para o material e para o intérprete ao mesmo tempo)? Comente.

_____

21- Como os estudantes costumam trabalhar com o material didático? Em pares? Grupos? Sozinhos? Em qual modelo eles se desenvolvem melhor, em sua opinião? Comente.

_____

22- Os materiais utilizados pelo teacher tratam de contextos e situações reais em língua inglesa?

( ) Sim ( ) Não ( ) Parcialmente

23- Para você, enquanto intérprete educacional, qual a maior dificuldade ao interpretar as aulas de inglês (língua estrangeira) para estudantes surdos?

_____

24- Como os materiais didáticos usados nas aulas de inglês influenciam o processo de aprendizagem do inglês escrito de alunos surdos?

_____

25-Você gostaria de fazer mais algum comentário específico sobre os estudantes surdos e o uso de materiais didáticos que não tenha sido contemplado nas perguntas anteriores?

_____

Obrigada pela colaboração.

APPENDIX D - Teacher`s Questionnaire

QUESTIONÁRIO PARA O TEACHER SOBRE OS MATERIAIS DIDÁTICOS UTILIZADOS EM AULAS DE INGLÊS PARA ALUNOS SURDOS

Pesquisa: Um Estudo dos Materiais Didáticos Usados em Aulas de Inglês para Alunos Surdos em uma Escola de Ensino Médio Bilíngue

Orientadora: Profª. Drª. Aline Nunes de Sousa (DLSB/UFSC)

Pesquisadora: Nicole da Cruz Rabello (DLLE)

As perguntas a seguir foram adaptadas ou retiradas dos livros de Sternfeld (1996), Almeida Filho (2012) e Cardoso (2004).

1- Qual a sua formação acadêmica?

_____

2- Você é fluente em Libras? Teve alguma formação para trabalhar com alunos surdos?

_____

3- Quantos alunos surdos você tem em sua sala de aula? Há também alunos ouvintes nessa sala?

_____

4- Você tem tempo disponível em sua carga horária para a criação de materiais didáticos?

( ) Sim   ( ) Não

5- Quando retira materiais de um site ou outra fonte, você:

( ) Adapta, adequando ao contexto dos seus alunos.

( ) Não adapta, utiliza em sala da mesma maneira que retirou da fonte.

( ) Faz ambos.

6- Se você adapta, que tipo de adaptações você faz?

_____

7- Você usa livro didático para ensinar em sua turma de surdos?

( ) Sim   ( ) Não

Se sim, qual?

_____

8- Quais atividades de práticas linguísticas você usualmente escolhe para seus estudantes surdos?

( ) Atividades que trabalham só as habilidades de escrita

( ) Atividades que trabalham só as habilidades de leitura

( ) Atividades que integram leitura e escrita

9- Que materiais didáticos você usa para ensinar escrita aos estudantes surdos?

_____

10- Que materiais didáticos você usa para ensinar leitura aos estudantes surdos?

_____

11- Que materiais didáticos você usa para ensinar gramática aos estudantes surdos?

_____

12- Que materiais didáticos você usa para ensinar vocabulário aos estudantes surdos?

_____

13- Você utiliza jogos com os alunos surdos?

( ) Sim ( ) Não

14- Que tipos de jogos você utiliza na sala com seus alunos surdos?

( ) Jogos de Gramática

( ) Jogos Interativos

( ) Jogos de Vocabulário

( ) Outros: _____

15- Como você prepara suas aulas de inglês? Existem diferenças no planejamento para os alunos ouvintes e para os alunos surdos? Se sim, quais?

_____

16- O intérprete de Libras participa do seu planejamento de aulas de alguma forma? Comente.

_____

17- Quando você mostra algum material didático visual (como texto ou imagens projetadas em slides), você respeita a dinâmica de interpretação para a Libras (já que o surdo não pode olhar para o material e para o intérprete ao mesmo tempo)? Comente.

_____

18- Como os estudantes costumam trabalhar com material didático? Em pares? Grupos? Sozinhos? Em qual modelo eles se desenvolvem melhor, na sua opinião? Comente.

19- Como você costuma avaliar seus alunos surdos?

20- Como os materiais didáticos usados nas aulas de inglês influenciam o processo de aprendizagem do inglês escrito de alunos surdos?

21- Para você, enquanto teacher de língua estrangeira, qual a maior dificuldade com a sua turma de estudantes surdos?

22- Você gostaria de fazer mais algum comentário específico sobre os estudantes surdos e o uso de materiais didáticos que não tenha sido contemplado nas perguntas anteriores?

Obrigada pela colaboração.

APPENDIX E - Teaching Materials used in the analysis

Documents shared by the teacher

O que essas imagens lembram?

Sim, o halloween ou dia das bruxas. O halloween é uma celebração que ocorre em alguns países de língua inglesa no dia 31 de outubro. As pessoas costumam decorar a casa com enfeites assustadores, vestir-se de fantasias e as crianças saem pelas casas da vizinhança pedindo doces.

Logo abaixo há um texto em inglês com várias informações sobre o halloween. Não se preocupe, você não precisa ler tudo mas preste atenção nas palavras destacadas.

Halloween

Halloween (also referred to as All Hollows' Eve) is a holiday that's celebrated in America on 31 October of each year, regardless of what day of the week this date falls on. Although it is rooted in religion, Halloween today is enjoyed mainly because of its decorations, costumes, candy, treats, and general excitement, and furthermore, it is enjoyed by most everyone.

Before Halloween, many individuals carve a design into an orange-colored **pumpkin,** or a solid, durable vegetable. Once a personally satisfying design is carved, a lit candle is typically put inside a pumpkin, thereby making it a **Jack-O-Lantern.** At night, this design lights up against the darkness.

Besides carving pumpkins, some celebrate Halloween by putting decorations up. **Supernatural** (referring in this case to non-natural creatures that're typically based in fiction) figures, including **vampires, ghosts, werewolves, zombies,** and more, generally account for most of these decorations. **Bugs, spiders, cobwebs, gravestones,** and anything else that can be considered **creepy** (or unusual and possibly scary) can also be found on Halloween, in decoration form.

Only some adults celebrate Halloween, and they generally do so by attending parties. Inversely, the vast majority of children dress in costume (Halloween costumes can be based upon anything, from the mentioned supernatural creatures to the stars of today's films) and walk from door to door in search of candy—a practice known as **trick or treat**—on Halloween. After knocking on a door (houses that participate in Halloween usually leave a light on), one says, "Trick or Treat" and a piece (or pieces!) of candy is given to him or her.

ATIVIDADE

1. Procure no dicionário o significado das palavras destacadas e sublinhadas no texto.
2. Depois de encontrar o significado, procure figuras para ilustrar as palavras que você encontrou. Você pode fazer colagem, fotos, slides, desenho, como preferir.
3. Você já foi a alguma festa de Halloween? Você acha que esta festa deve ser feita no Brasil? Por que?

Hello! Para a aula de hoje você precisa assistir essa animação no Youtube chamada Missing Halloween https://www.youtube.com/watch?v=FaoVpVXcZsA O vídeo tem legenda em português, é só acessar em configurações.

Depois de assistir responda as questões abaixo:

1.O garoto está   (   ) happy   ou (   ) sad.

2. Quem tira a foto das crianças? (   ) mom   ou (   ) dad

3. O que as crianças levam nas mãos para pegar doces? (   ) ball   (   ) pumpkin

4. O garoto mora em (   ) apartment ou   (   ) house

5. O garoto tem (   ) many friends   ou (   ) one friend?

6. Pedir doces nas casas é chamado (   ) trick or treat   ou   (   ) who's there?

7. Quem ganhou mais doces?

8. O que aconteceu com o garoto quando ela mostrou a foto?

9. Por que ninguém via a garotinha?

10. Por que você acha que só o menino conseguiu encontrar a garotinha?

11. O que você achou desta história?

12. Você acredita em fantasmas? Sabe alguma história? Escreva para mim.
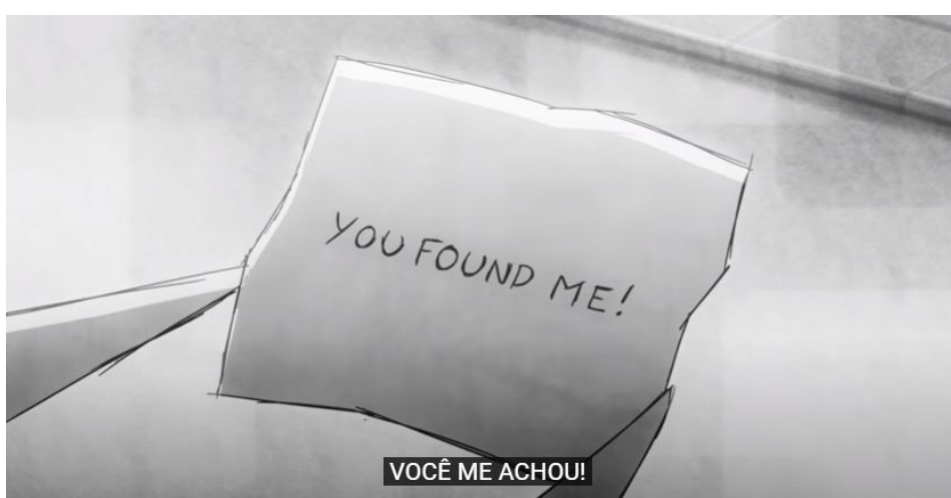
Edgar Allan Poe Biography (1809–1849)

Edgar Allan Poe was a writer and critic famous for his dark, mysterious poems and stories, including 'The Raven,' 'The Black Cat' and 'The Tell-Tale Heart.'

Who Was Edgar Allan Poe?

1Edgar Allan Poe was an American writer, poet, critic and editor 2best known for evocative short stories and poems that captured 3the imagination and interest of readers around the world. His 4imaginative storytelling and tales of mystery and horror gave 5birth to the modern detective story.

6Many of Poe's works, including "The Tell-Tale Heart" and "The Fall of the House of 7Usher," became literary classics. Some aspects of Poe's life, like his literature, is 8shrouded in mystery, and the lines between fact and fiction have been blurred 9substantially since his death.

ATIVIDADES

Responda de acordo com o texto acima:

1. Qual o nome do escritor que é mencionado no texto?
2. Na segunda linha, o texto afirma que Edgar Allan Poe é muito conhecido por quais obras?
3. O texto aponta que Poe e seus contos de terror e mistério são reponsáveis por qual tipo de história moderna (linha 5)?
4. Cite do texto algumas das mais famosas obras do escritor americano.
5. Assista o vídeo de "O gato preto" https://www.youtube.com/watch?v=g18i5is2fMM e conte o que entendeu da história.

Por que usar "be going to"

- A FORMA VERBAL *BE GOING TO* INDICA UMA AÇÃO NO FUTURO.

- GERALMENTE USAMOS ESTA FORMA PARA FALAR DE EVENTOS QUE IRÃO OCORRER NO FUTURO PORQUE TEMOS CERTEZA OU PORQUE HÁ EVIDÊNCIAS CLARAS SOBRE ISSO.

- TAMBÉM USAMOS GOING TO PARA FALAR DE PLANOS E INTENÇÕES.

WELCOME: Cumprimentar os alunos. Perguntar sobre o fim de semana. Entregar as atividades de tarefa e falar sobre os erros/dúvidas.

Warm up game: Peça que cada aluno faça uma bolinha de papel. Diga a eles que marquem a bolinha para poder identificar qual é a de cada um. Disponha na frente dos alunos flashcards com os pronomes pessoais (I, YOU, HE, SHE, IT, WE, THEY). Cada aluno deve ler o que a professora mostrar no slide e jogar a bolinha no card correspondente. Distribua a cada aluno o verbo to be conjugado para que eles consigam montar frases afirmativas e interrogativas.

Passe o vídeo https://www.youtube.com/watch?v=GwNIAGBWPkE&t=353s
Os alunos assistem, dão um palpite do que vai acontecer e depois assistem e escrevem as respostas nos cadernos.

Depois disso, os alunos farão exercícios impressos para praticar.

Welcome: Cumprimentar os alunos. Perguntar sobre a semana de cada um.
Apresentar o plano de ensino que não consegui apresentar na semana passada.

Introdução: Escrever no quadro: **PLANS FOR CARNIVAL** e perguntar o que eles entendem, e quais são os planos de cada um para o feriado de carnaval (Carnival/ holiday)
- À medida em que os alunos forem falando a professora escreve no quadro as ações faladas em inglês;
- Mostrar o vídeo de animação de PIP. https://www.youtube.com/watch?v=07d2dXHYb94
- Antes de cada cena mais importante, pausar e perguntar: WHAT'S GOING TO HAPPEN? Deixar que os alunos respondam e então a professora escreve as possíveis respostas no quadro. Pedir que os alunos copiem e quando a passar a cena, os alunos marcam em seus cadernos a resposta certa.
- Mostrar o slide com a explicação de como e quando usamos o "be going to" para expressar planos futuros (anexo)
- Atividades impressa para praticar