


## THE USE OF LEARNING OBJECTS AS A TEACHING TOOL FOR TEACHING LIBRAS IN BACHELOR'S DEGREE

### O USO DE OBJETOS DE APRENDIZAGEM COMO FERRAMENTA DIDÁTICA NO ENSINO DE LIBRAS NAS LICENCIATURAS

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#### ABSTRACT

The Libras discipline is mandatory in undergraduate courses in Brazil, and the methodological issues related to the pedagogical practice in this context are still little explored. Seeking to fill this gap, this paper aims to discuss the use of learning objects (LOs) as a didactic tool in teaching Libras to undergraduate students. Through empirical research, we observed the application of Libras classes in which LOs were used as a didactic tool. The results indicate that the use of LOs was effective in leading undergraduate students to understand simple words and expressions, to produce vocabulary and phrases in Libras, as well as to develop short dialogues. We conclude that LOs are an effective didactic tool for teaching Libras to undergraduate students.

**KEYWORDS:** Teaching of Libras. Learning Objects (LO). Teacher Training.

#### RESUMO

A disciplina de Libras é obrigatória nos cursos de licenciatura no Brasil e as questões metodológicas relacionadas à prática pedagógica deste contexto são ainda pouco exploradas. Buscando preencher essa lacuna, este trabalho pretende discutir o uso de objetos de aprendizagem (OA) como ferramenta didática no ensino da Libras para licenciandos. Por meio de uma pesquisa empírica, observamos a aplicação de aulas de Libras nas quais os OA foram utilizados como ferramenta didática. Os resultados indicam que o uso dos OA foi eficaz para levar os licenciandos à compreensão de palavras e expressões simples, à produção de vocabulários e frases em Libras, ao desenvolvimento de pequenos diálogos e a elaboração de perguntas e respostas simples sobre temas conhecidos ou de necessidade imediata. Concluímos que os OA mostram-se como ferramenta didática eficaz para o ensino da Libras aos licenciandos.

**PALAVRAS-CHAVE:** Ensino de Libras. Objetos de aprendizagem. Licenciatura.

## INTRODUÇÃO

Brazilian Sign Language (Libras) is recognized as the official language of the deaf community in Brazil and is also a mandatory curricular subject in undergraduate courses in the country (Brasil, 2005). The effectiveness of teaching Libras depends on innovative pedagogical methods that meet the specific needs of learners. In this context, Roncarelli (2012) argues that Learning Objects (LOs) are important resources to enrich the educational process. Therefore, it is necessary to consider to what extent these teaching resources, which include videos, simulations and other interactive materials, become tools for teaching Libras to undergraduate students who take the subject in their undergraduate courses.

In undergraduate courses, the expected communicative competence is that of the descriptor of level A1 of the Libras Reference Framework as a second language (L2) by Sousa *et. al* (2020). This document organizes communicative competence into six levels, ranging from A1 (elementary user of the language) to C2 (proficient speaker of the language), and presents descriptors for the five linguistic activities that can be achieved by learners: comprehension, reading, interaction, production, and writing.

To make these considerations, we observed 11 Libras classes that were taught to a group of 20 undergraduate students in Philosophy at XX University. In these classes, the teachers were Libras students from the institution's Letters program, who used videos from the OBALIBRAS Channel as a guide for tasks, methodologies, and assessments, therefore, as LOs.

Thus, the main objective of this research is to discuss the use of learning objects (LOs) as a teaching tool in teaching Libras to undergraduate students. Specifically, the research aims to identify the main contributions of using this teaching tool to teaching Libras in undergraduate programs.

The choice of the OBALIBRAS Channel as a source of LO is justified by its relevance and accessibility in the educational context of Libras. The materials offered by this channel are designed to meet the needs of learners and address topics relevant to the daily lives of undergraduates, providing a meaningful and directly applicable learning context.

To this end, through observational research, we will provide an answer to the following research question: What are the main contributions of the use of learning objects as a teaching tool during Libras classes?

This study is justified by the growing recognition of LOs as a pedagogical tool in parallel with the significant gap in the specialized literature on Libras teaching. When discussing the qualification of Libras teaching for future teachers, the research is based on the contribution to the social and educational inclusion of deaf people.

That said, in the next section we present the theoretical foundation that explores the concepts of Learning Objects and their impact on language teaching, with a specific focus on Libras.

## **1 LIBRAS LEARNING AND TEACHING OBJECTS IN UNDERGRADUATE COURSES**

Portela (2006) explains that language learning is distinct from other types of learning due to its social and communicative nature, since this task presupposes interaction with other people. Because of this, in the communicative approach the student is centered to the detriment of the content and for this reason, group work is promoted to facilitate the exchange of knowledge.

In the communicative approach, teachers seek different methods to expose students to different linguistic inputs because they understand that such practice may favor interaction. In this way, classes are based on intentional interaction and the use of language is based on the students' real interest (Portella, 2016).

In this context, the author explains that classes are taught in the target language using authentic texts, offering opportunities for students to actively participate in the learning process and seeking to value students' personal experiences. In these classes, teachers can use different educational resources such as videos, texts, images, documents, simulations, audios, multimedia, and others, which are teaching tools to support teaching and are called Learning Objects, hereinafter Los (Oliveira; Nadin, 2024).

According to Souza, Araújo and Mattes (2013), LOs, which are fundamental in the language teaching process, have essential characteristics

such as reusability, adaptability, granularity, accessibility, durability and interoperability. Uehara (2022) asserts that there is a lack of public investment and incentives for the widespread dissemination and use of LOs in Brazil and that its definition is not consensual, varying in nomenclature and conceptualizations. For the author, however, an LOs is characterized by being:

1) Dynamic digital resources; 2) Developed for educational purposes; 3) Interactive; 4) Reusable; 5) Durable; 6) Modular; 7) Portable; 8) Self-contained; 9) Self-consistent; 10) Small; and 11) Easy to manipulate. These properties seem appropriate to characterize learning objects. [...] (Uehara, 2022, p. 64, *our translation*).

Libras classes that are taught in undergraduate courses for undergraduate students must be taught in the target language and through the use of visual texts produced in this language (Author, 2024). Because they are in Libras, these authentic texts are materialized in videos and through them pedagogical practice can occur in an interactive way, as advocated by the communicative approach. Lebedeff and Santos (2014), discussing the use of videos as LOs in teaching Libras, state that they facilitate students' immersion in social language practices, providing real interactions in Libras within socio-historical-cultural contexts. In Brazil, there are some important educational resources that, because they support the Libras teaching and learning processes, can be considered LOs. One of these LOs is SAELL, a website from XX University, which is configured as a Support System for Libras Studies as a L2, aimed at teachers and learners that offers a vast amount of linguistic and theoretical content and presents granularity, reusability, interoperability, recoverability, interactivity and autonomy (Souza, Araújo And Mattes, 2013). Likewise, OBALIBRAS, a YouTube channel that offers a LO that can be used to develop the communicative competence of undergraduate students, is a powerful teaching tool for teaching Libras.

We understand that in this context of teaching Libras, the communicative competence to be achieved by the undergraduate student is level A1, which is cited in the Second Language Reference Framework prepared by Sousa et al (2020):

**Table 1:** Level A1 Descriptors

<b>A1 – Basic User</b>	
<b>LINGUISTIC ACTIVITY</b>	<b>DESCRIPTORS</b>
<b>COMPREHENSION</b>	Is able to recognize simple words and expressions of common use related to the signer, such as, for example, about family and contexts in which he/she is inserted, as long as the interlocutor signs clearly and slowly.
<b>READING</b>	Can understand familiar names, words and very simple sentences, for example on notices, posters or leaflets.
<b>INTERACTION</b>	Can communicate in a simple way, as long as the interlocutor is willing to repeat or sign the same message using other signs, at a slower pace, and help the signer to formulate what he or she would like to say. Can also ask and answer simple questions on familiar subjects or on topics of immediate need.
<b>PRODUCTION</b>	Is able to use simple expressions and phrases to describe where the signer lives and the people he or she knows.
<b>WRITING</b>	Can write a short, simple postcard to describe a holiday, for example. Can fill out a form with personal details, for example, in a hotel, stating name, address and nationality.

Source: reproduced from Sousa *et. al* (2020)

We believe that these are expected skills from a student who takes the Libras course in their undergraduate course, since, due to the fact that most of them have a low workload, the student will be able to obtain level A1 of communicative competence. We also believe that the use of LOs can favor such achievement and that is why we will discuss its use during the Libras classes offered to undergraduate students.

Uehara (2022) states that among the various resources available, LOs stand out for being digital and light, and work on any device with internet access and a functional browser. In the experiment she conducted with six classes of 1st and 2nd graders in Elementary School, she found the effectiveness of using LOs to learn content in a clear and understandable way. The author also states that this use made classes more attractive and promoted greater student participation.

In the context of Libras, Abade (2023) demonstrates how a thematic unit (TU) that is based on a video reference in its structuring was effective in the learning of Libras by B1 level students.

Finally, Uehara (2022) highlights that the use of Los

(...) must be articulated with an appropriate methodological proposal and aligned with teaching planning. We consider that to understand the potential and limits of a tool we must analyze it within its context of application (UEHARA, 2022, p. 84, *our translation*).

To verify these points, we conducted the research which is explained in the next section.

## **2 METHODOLOGY**

This study is characterized by being an observational research that collected data during the 11 Libras classes that were offered to a Philosophy undergraduate class at XX University composed of 20 students. The classes were taught by Letters Libras academics, under the guidance of one of the authors of this text and which took place in May 2023 in the evening. Each class lasted one hour, was conducted in Libras and guided by an LO. The philosophy class was selected because one of the authors of this text is the professor responsible for the Libras discipline and also works as a supervisor for Letters Libras internships.

The Libras students developed lesson plans that were anchored in the communicative approach, since Portela (2016) already emphasizes that learning a language should be social and interactive, with the student at the center of the process. Therefore, in each class they proposed as a general objective to lead the learners to communicate in Libras about the presented topic. The classes had the specific objectives of I) leading the learners to understand and produce vocabulary, phrases and dialogues related to the topic and II) leading the learners to understand and produce the grammatical aspects necessary for communication about the topic. The methodological approach included presenting the video slowly, with pauses and at low speed, the use of images to help associate the meaning of the words, conversations about the signed text in order to guide, dynamics and interaction.

The chosen LOs were videos from the OBALIBRAS Channel, which are the product of a research project already analyzed in Lebedeff and Santos (2014) and are therefore scientifically validated. These videos are short and portray real social practices. Most of them are signed by deaf speakers of Libras as L1 (first

language) and are aimed at hearing learners of L2 (second language), at various levels, including A1.

Throughout the classes, it was ensured that all participants were informed about the objectives of the research and they gave their consent to participate. Confidentiality of information was maintained and data were used exclusively for research purposes.

To achieve the research objective, which is to discuss the use of LOs as a teaching tool in Libras classes, we used reports prepared by the students of Letters Libras and also an observation logbook. The reports were organized with the initial of the name of the person who prepared them, and in our observation logbooks we included transcriptions of the students' productions in Libras. We also worked with a questionnaire that was answered by the undergraduate students at the end of the classes. The materials were identified by the letter L (undergraduate student) and a number (L1 to L20).

The qualitative analysis sought to provide an understanding of the main contributions of using LOs as a teaching tool, based on the perceptions and experiences of students, teachers and researchers.

## ***2.1 LEARNING OBJECTS (LOs)***

The details of the classes and LOs used are listed in Table 2 and the videos can be accessed by clicking on the available links:

**Table 2:** LOs used throughout the 11 classes

<b>CLAS S</b>	<b>DATE</b>	<b>VIDEO</b>	<b>TEACHER</b>	<b>CLASS REPORT AND ANALYSIS</b>
1	03 may 18:30 to 20:10	<a href="#"><u>Where is the classroom</u></a>	RAF COS	ELA
2	03 may 20:30 to 22:00	<a href="#"><u>Library II</u></a>	ELA	DAN
3	10 may 18:30 to 20:10	<a href="#"><u>Enrollment</u></a>	EMA	JAM
4	10 may 20:30 to 22:00	<a href="#"><u>Snack at the bar</u></a>	JAM	JAN

5	17 may 18:30 to 20:10	<u>Hitchhike</u>	JAN	LUC
6	17 may 20:30 to 22:00	<u>Where is the restroom</u>	JOS	RAF COS
7	17 may 18:30 to 20:10	<u>Where do you live</u>	LUC	JOS
8	24 may 20:30 to 22:00	<u>Where is the bus</u>	NAY	RAF FAR
9	31 may 18:30 to 19:30	<u>Library</u>	DAN	EMA
10	31 may 19:30 to 20:30	<u>Weather</u>	RAF F	THI
11	31 may 20:30 to 21:30	<u>Dogs</u>	THI	NAY

Source: research data

### 3 DATA PRESENTATION AND DISCUSSION

We understand that the undergraduate student is a basic user of level A1 and is the interlocutor who can lead him to understand simple words and expressions in Libras. In a language class in which the approach is communicative, learning will be centered on the student and the teacher will play the role of guide so that "group work is strongly encouraged so that there is a greater exchange of knowledge among students without the direct participation of the teacher" (Portela, 2006). Considering then that both the teacher and colleagues are interlocutors of the basic user of level A1, they are the ones who need to sign clearly and slowly. The reports produced by Libras students show us that, on the part of most teachers, the signage was as follows:

N uses voiceless oralization, which helps students understand what she asks and interact better. She calls the attention of some students who are not paying attention in class, encourages them and asks the student to copy the sign she signs. The students had a great interaction with teacher N. She calms down and signs slowly, following the students' pace (Raf Far's Report).

Likewise, the reports indicate that there was signaling that led to mutual understanding that favored the execution of the task:



J explains the dynamic in which students will be divided into two groups and will form two lines. At the end of each line, there will be a student pretending to be a snack bar attendant, while the first in line will be the buyer. The buyer must say what product they want, ask the price and, upon receiving the answer, make the payment with the money they have. After placing the order, the buyer will take the place of the attendant, ensuring that everyone actively participates in both roles. The students got together, one explaining to the other, and this interaction helped with understanding, as one copied the other's signs (Jan's Report).

It is also important to note that the A1 level descriptor points to a relationship of dependence between the content of the interlocutor's speech and the ability of the Libras learner to understand it. In other words, the learner must talk about everyday issues related to themselves. In class 11, for example, the lecturer talked about himself and his domestic routine, which includes his relationship with animals. At the same time that he asked the undergraduates questions, he also shared information about his dog. In class 2, the university context in which we are inserted was discussed, since the lecturer talked about the rules for borrowing books from the library, and in class 8, the issue of university transportation was addressed. These speech acts were made possible using LOs that presented "simple words and expressions" regarding these respective topics.

The LO in class 10, for example, encouraged the exploration of words related to the weather, actions, objects, short answers, places and/or occasions, and people. It also allowed work with simple expressions: "Hello, how are you?", "Are you on vacation?", "The weather is changing", etc.

Furthermore, most undergraduates stated that the use of videos was effective in helping them understand simple signs and expressions. L1, for example, said that "A familiar sign helps to interpret another". This response shows that the learner was able to associate different signs, which is an important step towards understanding simple words and expressions. L2 highlighted "The need to observe the set of signs used in the videos helped to develop my understanding", which reflects the ability to understand expressions in Libras, as described in the table by Sousa *et. al* (2020). The reference to everyday topics made by L3 also reinforces the idea that he was able to recognize simple expressions related to their context: "Yes, because the topics

discussed are from our everyday lives.” The process of linguistic recognition, as proposed for level A1, is being achieved through the viewing of videos, according to L6, “[...] they are very didactic.” and are “objective, short and clear,” according to L7. And “[...], it contextualizes and holds attention,” as L11 points out. L8, although indicating that understanding was possible albeit limited by the speed of the signs, points out that “[...] but they could have subtitles, because sometimes the hand movements are fast.”

We can also observe the contribution of the use of LOs as a teaching tool for undergraduate classes by the answers that the undergraduates were able to give to the questions proposed by the instructors, such as in class 1, in which it was requested: “Individually, record a simple video, indicating the route and actions to move from room 113 (1st floor) and get to room 1207 (12th floor)”. One of the students produced the following answer in Libras:

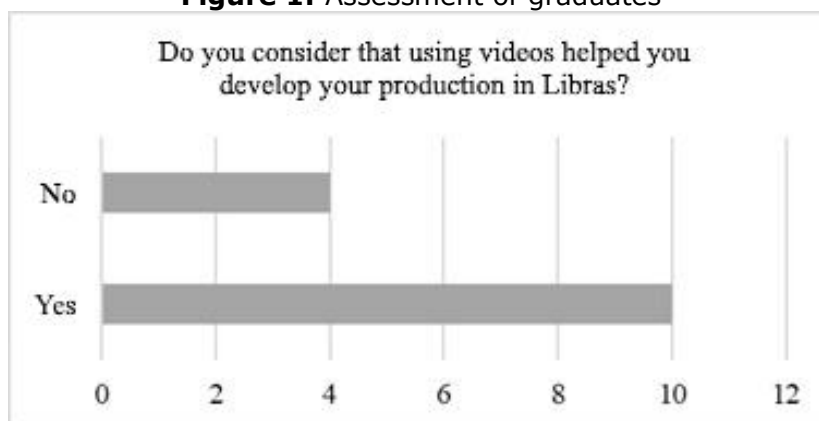
GO ELEVATOR 12 FLOOR GO 1207 (L4’S SIGNAGE).

Evidently, the data shows the difficulty in the organization and logical sequence of the instructions, however, because the task was proposed in the first class, we consider it significant in terms of understanding the words related to direction and movement since the learner, in her own way, reproduces “Go, Elevator, Floor and Turn” that were shown in the LO.

We noticed that the use of LOs as a teaching tool contributed to the development of understanding in Libras by learners due to the fact that they are materials that have the characteristic of accessibility and durability (Souza, Araújo And Mattes, 2013). This means that, although the videos do not have subtitles in Portuguese, the A1 level learner can access the information in a simple and autonomous way since the topics and the format provide them with these conditions.

Furthermore, we saw that the use of LOs during Libras classes contributed to the production at level A1 in undergraduate students and the undergraduate students themselves consider the impact of this teaching tool:

**Figure 1:** Assessment of graduates



Source: research data

The 73% of students who positively evaluate the use of LOs point out that understanding indirectly helps to develop production (L2), that everyday themes help in production in Libras (L3), the videos are didactic, which contributes to production (L6), the videos contextualize the themes well and capture attention, which favors production (L11), the explanation and visualization of spaces and scenes in the videos greatly facilitate enunciation (L12).

To discuss what the learners are producing, we need to remember that the descriptor for Level A1 suggests “using simple expressions and phrases to describe the place where the signer lives and the people he or she knows.” (SOUSA et al, 2000, our translation). In class 7, for example, the teacher used the LO “Where do you live” and after exploring it, she asked the students to record a short video describing what was near their home. From this task, we transcribed the signing of a sentence by student L9:

I HOUSE BOQUEIRÃO NEIGHBORHOOD CORNER STREET  
PHARMACY BREAD MARKET FRONT TREE (L9 SIGNAGE).

As the data shows, the student was able to sign “I live in the Boqueirão neighborhood. There is a pharmacy on the corner of the street, there is a market nearby and in front, there are trees”.

In the tenth class, the teacher worked with the video Climate, which allowed the students to use simple expressions and phrases to describe themselves. At the end of the class, the teacher asked them to make a video explaining what climate they like and why. In one of the responses, we found the following production by student L12:

## I LIKE COLD BECAUSE I EAT SLEEP (L12 SIGNAGE).

We assessed that the production meets the descriptor, because when the student says that “I like the cold because I eat and sleep” he can use simple expressions and phrases to describe himself since he knows his preferences. And the description of objects was explored in class 5 where the LO “hitchhike” was the reference video. The report for this class presents:

In the embedding activity, she {the teacher} asked students to describe characteristics of different cars, such as old, fast, and so on. Some students did the activity sitting down, while others were more at ease. Then, she showed a video of a deaf person describing each type of car differently. She showed signs related to ride-sharing apps and then asked students to do a video activity, putting together a dialogue about a trip, including the departure city, the arrival city, and the departure and arrival times. Students could ask the interns for help (Luc’s Report).

We emphasize that these production results, in this context, were achieved because LOs are reusable and adaptable (Souza, Araújo; Mattes, 2013). For example, the reference video for class 3 deals with a conversation between a student and a secretary in which, after greetings, the speaker expresses that he wants to enroll in the Letters course. The secretary, in turn, asks him for his personal information, which is promptly answered. After that, she gives him his registration number and gives him information about the start of classes. Due to its plural content, this video was used to work on documents (RG, CPF and CNH). However, this same material can be reused in other classes to address numbers or the manual alphabet.

And the adaptability of LOs can be illustrated by the possibility of controlling the speed at which videos are displayed or even displaying them in parts:

[...] She showed how to make the sign for "hitchhike" and showed the video related to the topic. She paused. [...] With each video clip, she explained the sign shown and asked the students to repeat it. Most of the students interacted (Luc’s Report).

We noticed that LO used in class 7 triggered conversations about their housing such as the transcript below:

L10: HI  
L15: HI  
L10: WHERE YOU HOME?  
L15: I HOME CAJURU NEIGHBORHOOD.  
L10: I SAME  
(L10 and L15's VIDEO TRANSCRIPTION)

In these results, we can see that two students are establishing communication in the language they are learning. They did not know that they lived in the same neighborhood and, through mutual understanding of the messages, the pair created an interesting connection. Thus, they demonstrate that they are capable of asking and answering simple questions, as recommended by the A1 level descriptor (Sousa *et. al*, 2020). And that was not all, in the reports we also found positive observations regarding the interaction:

I had the opportunity to closely monitor one of the groups and I noticed that the students knew little vocabulary but interacted a lot during the dynamic (Dan's Report).

Contextualizing and interacting with students, he created groups of four students to answer a game on the Kahoot app, forming four teams: fire team, ocean team, sunbeam team and sunset team, in addition to visual resources and interactive activities to engage students during the class, he used video clippings and practical examples to illustrate different perspectives on the topic, stimulating reflections in Libras. This approach allowed students to explore the topic in a more comprehensive way, promoting participation and interaction (Jos' Report).

From these excerpts we can see the importance of practical activities, guided conversation, and games to promote interaction.

Despite this, some students questioned the effectiveness of the videos in promoting interaction. For example, L1 commented that "[...] the dialogues in the videos were very fast" and others mentioned that the contribution to interaction was only perceived when there was mediation by the instructors: "Yes, but only if the interns referred to them and passed on the signs" (L3). There were also those who pointed out that, although the videos were useful for expanding vocabulary, they were not effective in promoting direct interaction in the classroom (L6).

Thus, we realized that if the use of LOs in Libras classes is combined with teacher mediation, it can be a teaching tool that contributes to the development of interaction skills. In fact, we observed how, throughout the classes, students

learned to establish eye contact. Eye contact is the main marker that establishes the beginning and end of a conversation in Libras and, therefore, it was a language action observed during interactions held in the classroom. However, several teachers had difficulty helping students to formulate questions or extract answers from them:

The teacher only asks them questions and does not use a way for them to practice and understand, she must also push the students to be able to answer (Ema's Report).

We found that in classes 10 and 11 there were more answers provided and that classes 6, 8 and 9 had lower participation. Students asked more questions in class 4, but in the vast majority of classes there were less than 2 questions asked. Therefore, it seems that classes 4, 10 and 11 were more conducive to student engagement and that classes 9, 6 and 8 had a less interactive characteristic.

However, we attribute these results more to the inexperience of the instructors than to the videos on the OBALIBRAS channel, since these videos, by reproducing everyday situations, favor the development of interaction and are frequently used. This is the case, for example, of the LO used in class 6 – Where is the bathroom? – which shows a boy and a girl looking for bathrooms and asking for directions from a third person who promptly gives them directions to the men's and women's bathrooms. These videos also present granularity, which is discussed by Souza, Araújo and Mattes (2013), since they can be divided into smaller parts; the video for class 5, for example, was made in two environments at the University, which can be used independently.

Criticism of the methodological limitations of the lecturers was present in the reports, as the excerpt below demonstrates:

The teacher only asked students who have or do not have animals, but it would be important to also include other students and ask if they have close family members, friends or other people with whom they have a relationship involving animals (Nay's Report).

The teacher explained about buoys, but very briefly, which made the explanation unclear. Although she demonstrated good command of the content and used beautiful images in the slides, this specific part was confusing due to the lack of depth (Raf Far's Report).

The only issue is that there was a lack of interaction with the class. It was clear that there was an "I teach, you learn" approach, and there were few opportunities for the students to produce their own signs. I thought that, given the structure she set up, they could have produced much more (Dan's Report).

In addition to these, other difficulties were observed, such as: signing too quickly, not establishing eye contact, not noticing students' expressions of doubt, offering few opportunities for students to sign, snapping fingers to get students' attention, creating activities that are not appropriate for the students' level, calling students to the front and touching them to better position their bodies, and using several variations to refer to the same lexicon. The criticisms point to the need to review pedagogical practices so that they further favor interaction.

## **CONSIDERAÇÕES FINAIS**

Throughout this study, we were able to discuss the use of LOs as a didactic tool for teaching Libras to undergraduate students. We observed that its use brought important contributions to the skills of comprehension, production and interaction. We also found that the LOs from the OBALIBRAS channel are an important support for teaching Libras and therefore indicated as didactic tools for undergraduate classes.

Furthermore, our observation points out that the use of LOs as a teaching tool helps undergraduates to recognize simple words and expressions related to their daily lives and immediate context, such as topics about family and the university environment, and to make more effective connections with the language since they present accessible and understandable content.

Furthermore, it helps undergraduates to use simple expressions and phrases to describe their environment and everyday situations, encourages repetition and practice of vocabulary and expressions and promotes interaction between students, allowing them to practice simple questions and answers.

Continuous mediation and support from instructors were crucial to ensuring that LOs were used effectively and, therefore, we suggest that this tool be incorporated into continuing education. To deepen the discussion that has

just begun, it would be valuable to carry out additional research, such as observing the long-term impacts of classes.

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