


GRAMMATICAL AND COMMUNICATIVE APPROACHES IN THE FORMATIVE PROCESS IN LIBRAS AS A SECOND LANGUAGE: PERCEPTIONS OF TEACHERS OF THE LIBRAS COURSES OFFERED BY CAS - MARANHÃO

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Alda Margarete Silva Farias Santiago¹, Cláudia Oliveira Vale², Josafá da Conceição Clemente³, Leandra de Sousa Mourão⁴, Maria do Carmo Alves da Cruz⁵, Maria José Lobato Rodrigues⁶ and Ronald Thiago de Paulo⁷

ABSTRACT

This article aims to discuss the grammatical and communicative approaches in the teaching of Libras as a second language from the perceptions and understandings of professionals who work in the Brazilian Sign Language (Libras) courses offered by the Special Education Center Professor Maria da Glória Arcangeli / CAS-Maranhão. It is justified by its social relevance to the extent that the teaching of Libras is included in the pedagogical proposal of educational institutions that foster the formation of social subjects. The methodology used was the basis of bibliographic research, based on Almeida Filho (1998), (2017); Barbosa and Lacerda (2019); Brazil (2023); Borges (2010); Ferreira (2010); Finger and Frames (2008); Fiorin (2007) and Gesser (2010), among others; and field research, with the application of questionnaires through *Google Forms* for the following professionals: teachers-instructors, teachers-translators-interpreters of the Libras

¹ Professor of the Teaching Degree in Pedagogy
Federal University of Maranhão - UFMA, Dom Delgado Campus

E-mail: alda.farias@ufma.br
LATTES: <http://lattes.cnpq.br/8137042356481507>

² Teacher, translator, and interpreter
Maranhão State Network
E-mail: claudiavale.uemanet@gmail.com
LATTES: <http://lattes.cnpq.br/6335992243672487>

³ Professor of the Degree in Human Sciences
Federal University of Maranhão - UFMA, CCPI Campus- Pinheiro

E-mail: josafa.clemente@ufma.br
LATTES: <http://lattes.cnpq.br/4464974014396751>

⁴ Teacher, translator, and interpreter
Maranhão State Network
E-mail: leandra@grupoelian.com.br
LATTES: <http://lattes.cnpq.br/9984332104014444>

⁵ Professor of the Teaching Degree in Pedagogy
Federal University of Maranhão - UFMA, Dom Delgado Campus

E-mail: maria.cac@ufma.br
LATTES: <http://lattes.cnpq.br/5658169510299963>

⁶ Professor of the Degree in Natural Sciences
Federal University of Maranhão - UFMA, CCPI Campus- Pinheiro

E-mail: maria.jlr@ufma.br
LATTES: <http://lattes.cnpq.br/9759422318926766>

⁷ Undergraduate student in Chemistry
Federal Institute of Maranhão - IFMA

E-mail: ronald.thiago@gmail.com
LATTES: <http://lattes.cnpq.br/3333339421895053>

courses - L2. The analyses had a critical basis based on the intentions and orientations of the qualitative research. The results of the research showed that the professionals, teachers, translators, and interpreters of Libras, are aware of the dynamics of the work developed and, in the materiality of the didactic-pedagogical actions, they perform, to a large extent, the teaching scopes through the grammatical and communicative perspectives of the teaching of Libras.

Keywords: Grammatical Approach. Communicative Approach. Teaching. Pounds. L2.

INTRODUCTION

The teaching of a language is permeated by methodological choices, didactic organization, theoretical perspectives, and, among other aspects, the purpose that is intended to be achieved from what is taught. In this aspect, it is up to the teachers of a given area to study, organize the planning, and the teaching plan to achieve the objectivity of the teaching practice in the teaching process, as well as to reach the subjectivities of the subjects of the processes through learning.

The dynamics of teaching permeate orientations, whether in the legal and normative spheres, as well as in the institutional spheres, which, in a certain way, "regulate" the pedagogical actions and practices of educators. To this end, the rules established between the public education system and the teaching actions developed in loco, on the school floor, translated by the understandings, conceptions, and guiding demands of these practices, sometimes present distances from the real needs of the subjects involved in the acts or actions of teaching and learning.

The elaboration of this study is justified by its social relevance to the extent that the teaching of Brazilian Sign Language (Libras) is included in the pedagogical proposal of educational institutions that foster the formation of social subjects, in which the standardization of access to knowledge is aligned according to the political, didactic and pedagogical orientations of the systems, in this specific case, the public system, which forms the state education network in Maranhão. And, on the other hand, this teaching in educational institutions must consider the cultural baggage, the identity of the subjects, and the historical process of the institution as representative of a social group and, among other aspects, respect for differences from a perspective of inclusive education.

In the training dynamics, the teacher tends to assume political positions in the field of theoretical-methodological choices that express, to a large extent, his professional identity. In this aspect, it starts to consider, in the case of the teaching of Libras, issues of didactic-methodological choices that ensure the quality of what is taught, that is, it chooses where to walk so that students, who seek to access the knowledge of Libras, turn the acquired knowledge into effective actions in the use of the signed language. Hence the importance of making methodological choices that reinforce the desire to use the language effectively.

About the process of acquiring Libras, most of the time, the educator seeks to promote a work, that is, teaching that aims at access to the language through its

grammatical structuring, as well as through the effort, as a signed language, in its use. In this sense, considering the objective issues that involve the teaching of Libras, the following question arises: what are the perceptions of teachers and students about the use of grammatical and communicative approaches for the teaching of Libras as a second language?

This production aims to discuss the grammatical and communicative approaches in the teaching of Libras as a second language from the perceptions and understandings of professionals who work in the Brazilian Sign Language (Libras) courses offered by the Special Education Center Professor Maria da Glória Arcangeli / CAS-Maranhão.

The methodology used was the basis of bibliographic and field research, based on the intentions and orientations of qualitative research. As for the methodological procedures for carrying out this study, initially, bibliographic research was carried out, which served as a source for understanding the object of study in question. In this aspect, this is "[...] made from the survey of theoretical references already analyzed and published by written and electronic means, such as books, scientific articles, website pages" (Fonseca, 2002, p. 32). In the preparation of the article, bibliographies were analyzed and, among the main references, we sought to deepen them through the studies of Almeida Filho (1998), (2017); Barbosa and Lacerda (2019); Brazil (2023); Borges (2010); Ferreira (2010); Finger and Frames (2008); Fiorin (2007) and Gesser (2010), among others.

Field research is characterized by investigations in which data collection is carried out with people (Fonseca, 2002). In this context, it was held between February 25 and March 10, 2024. First, it was necessary for the participants to be aware of their participation in the research, as well as to declare that they had information about the possibility of refusing to answer the requested information through the application of the Google form, without any penalty. Finally, the participant should authorize that the information provided could be used in the research and published in any format.

At first, it was thought to obtain at least 10 subjects, however, throughout the investigation, there was the collaboration of only three (03) participants who accepted the terms of participation in the research. It is also important to consider the difficulty in obtaining the participation of the subjects, especially considering that the distribution of the forms was carried out to more than 10 professionals – teachers-instructors and teachers-translators-interpreters – of the Libras - L2 courses offered by the institution, but the number of questionnaires answered was small. The choice of these professionals was

because both the instructor and the translator-interpreter, dialectically, work with the contents of the teaching of Libras.

The questions of the open questionnaire permeated the following points: characterization of the research subjects; the main objective of teaching Brazilian Sign Language; the main objective of teaching Libras through the communicative approach; the main objective of teaching Libras through the grammatical approach; the course planning refers to the communicative or grammatical approaches; the teaching and learning of Libras are more effective through the communicative or grammatical approach; and, finally, the main methodologies used for the teaching of Libras through the communicative and grammatical approaches.

The data analysis was carried out from the guiding elements of qualitative research, in the light of critical thinking, considering, therefore, according to Taquette (2021), that qualitative research stands out for its ability to produce data through the interventions of the researcher/investigator. Thus, this type of research "is not concerned with numerical representativeness, but rather with deepening the understanding of a social group, an organization, etc." (Gerhardt; Silveira, 2009, p.31).

Regarding the structuring of the text, in the first moment, it was sought to deepen the concepts and the relationships established between the grammatical and communicative approaches, and also about how these approaches are materialized in the teaching of Libras to listeners. In the second moment, the results of the research were demonstrated, emphasizing the conceptions of the subjects about the grammatical and communicative approaches in the formative process of Libras as a second language. And, finally, the final considerations were presented.

GRAMMATICAL AND COMMUNICATIVE APPROACHES IN THE TEACHING OF LIBRAS

The object of linguistics is language, "which would be the social manifestation of linguistics, a set of conventions" (Saussure, 2006, p. 17). Language as a product of social relations is materialized, in its dialectical character, in all formative and intentional spheres and informal interpersonal experiences. In the broader social sphere, in interactions, language carries the cultural perspectives of those who use it. And, according to the formative and institutionalized perspective, it permeates epistemological, theoretical, and methodological constructions.

The learning of a language is based on the understanding that "while natural environments accelerate the acquisition of communicative skills, formal environments allow the learning of explicit rules that the student can apply appropriately in specific situations" (Wilcox; Wilcox, 2005, p. 140). In this sense, it is important, therefore, to emphasize that one of the most striking characteristics of the communicative approach is the view of language as an instrument of communication, focusing on meaning, meaning and purposeful interaction between subjects who are learning a new language (Almeida Filho, 1998).

The teaching of Libras as L2 is permeated by theoretical-methodological issues that aim, above all, at the access and learning of the language by hearing subjects who, in some way, need to use it in their contexts. To this end, there are relationships between teaching and learning that are intrinsically linked to the methodological formats that support teaching, as well as the theoretical perspectives and epistemologies that support the actions and purposes of this teaching.

The conceptions of Gesser (2010) are used to confirm that:

[...] Oral language teaching methodologies have oscillated (swung from side to side) between an approach focused on the use of language and another focused on form. Within these two antagonistic (opposite, contrary) visions the investigative field of language teaching and learning is outlined [...] (Gesser, 2010, p. 05).

The divergent character of interest, both from the theoretical perspective and from the use of pedagogical practices aligned with the teaching of an oral language, is also associated with the teaching of sign language as a second language. To this end, the objective is associated with focus and form. In other words, the choice of the teaching method is based on the character demands of those who use it and how the language will be used, in a social composition, as well as in the organic and structural conditions of this language.

Seeking to broaden the debate, this article endorses the terminology approach "as a more abstract concept, indicating a set of assumptions, beliefs and theoretical principles about the nature of language and learning" (Brown, 1994, p. 51). In this aspect, the theoretical perspectives that underlie and subsidize actions to create an understanding of the concepts and actions that, "reflexively", start from a theory, constitute here the notion of approach. Therefore, Almeida Filho (2017, p. 74) points out that an approach or philosophy

comprises "a set of ideas that will govern the process coming from the highest plane of ideas and conceptions that will lead to the phases in development".

Ratifying the aforementioned conceptions and using another understanding of what approach is, Almeida Filho (1997) considers that:

[...] approach is the philosophy of teaching, that is, "the orientation of the teacher's doing", and, because it is constituted by more abstract ideas, it is mobilized to guide not only the methods used to promote the experience with and in the target language but all the other elements involved in the teaching-learning process, namely, the curriculum planning, the materials, the production/extensions of classes and evaluation (Almeida Filho, 1997, p. 5-6).

The theoretical basis is fundamental to understanding the relations established in objectivity. These many times, in their most utopian character, move the actions of teachers. The theoretical perspective advances aiming at an understanding of reality, through the bias of "a magnifying glass", that is, the look at what can subsidize the teaching of a language such as ideas that academic training allows the appropriation and understanding of the world and its transformations.

Almeida Filho advances in the debate and highlights that it is important to understand and "understand when an approach is more grammatical (form) or more communicative (use). For the structural bias approach, the language must be understood and studied from the analysis of the formal structure of the target language" (Almeida Filho, 1997, p. 07). The approaches, in practice, present an alignment and, as social possibilities, can materialize in the actions of social subjects. Thus, there is an interrelation that permeates the systematized knowledge of language teaching, in the institutionalized and planned sphere, and materializes in the social sphere, in the use among the subjects who use the signed language.

Brown (1994 *apud* Portela 2006) refers to the communicative approach to language teaching and presents five characteristics of it, which are:

- an emphasis on learning to communicate through interaction with the target language;
- the introduction of authentic texts into the learning situation;
- the provision of opportunities for students, not only in language but also in the process of their learning;
- an intensification of the student's own experiences as important elements in contributing to learning in the classroom;
- An attempt to link language learning in the classroom with language activation outside the classroom.

This information allows us to understand that there is a dynamic that involves the use of a language by social subjects and that in its organicity it does not only present the characteristic and the communicative essence. The communicative approach in the teaching of a second language appropriates social elements of the language and is involved in the educational dynamics by elements that focus on: the language learning process; the relationships between personal experiences and the school experience; and, among other aspects, an evolution of learning and the development of language that starts from the classroom and advances to spaces outside it.

Another understanding allows us to perceive that theoretical approaches advance social practice. In other words, theoretical perspectives advance and materialize in social practice, that is, they leave ideas (approach) and start to be experienced through a set of practical skills (competencies). In this sense, Portela (2006, p. 54) presents an understanding that contributes to the understanding and differentiation between communicative and grammatical competencies. Therefore, it is that:

[...] Communicative competence is understood as the underlying systems of knowledge and skills required for communication (e.g., knowledge of vocabulary and the ability to use the sociolinguistic conventions of language).

[...]

Grammatical competence is related to the mastery of the linguistic code (verbal or non-verbal). This includes the characteristics and rules of language such as vocabulary, word and sentence formation, pronunciation, spelling, and semantics. This competence is directed at the knowledge of learning and adequately expressing the literal meaning of expressions, that is, the knowledge of the correct grammatical structure of the language.

In the most specific aspects, the human being learns a second language through divergent biases and interests, however, with a single objective, communication, whether usual or in its crystallized format in grammatical rules. Both types of communication deal with the linguistic interest of language teaching and can be approached and/or distant depending on the perspective of the theoretical perspectives. However, the most important thing is to understand this envelope and realize that the organizational demands and approaches to teaching signed language are also aggregated both by learning the structures of the grammar of Brazilian Sign Language and by its use, even if sporadically and usually, because many people, although unaware of the grammar, make use of the signed language and manage to achieve the main objective of manifestation and mastery of the language, communication.

In Brazil, a great step was taken towards inclusive education when the Brazilian Sign Language (Libras) began to be recognized as the official language of the Deaf community in 2002. Law No. 10,436, of April 24, 2002, article 1, sole paragraph, establishes and recognizes Libras as "the form of communication and expression, in which the linguistic system of a visual-motor nature, with its grammatical structure, constitutes a linguistic system for the transmission of ideas and facts of deaf people in Brazil". In the aforementioned article, the peculiarities of Brazilian Sign Language are pointed out, emphasizing its power of communication and expression, as well as the linguistic and structural aspects that, in turn, ensure its *status* as a language.

In this way, with *the status* of a language, Libras is not restricted to a small group of deaf users, but its importance as a means of communication also makes it transit among the listeners, so that the interaction process is effective and the deaf feel part of society, having free access to rights. Another relevant point refers to article 4 of the aforementioned Law, which points to the obligation of educational systems in the most diverse spheres to promote the guarantee of inclusion of Libras in training courses for teachers and other professionals who provide services to the deaf clientele.

THE FORMATIVE PROCESS OF TEACHING LIBRAS AS L2 THROUGH GRAMMATICAL AND COMMUNICATIVE APPROACHES

The results of the field research are presented below, which, in turn, covers everything from the characterization of the subjects to the conceptions about the work developed through the grammatical and communicative approaches in the Libras courses for listeners.

It is ratified that, for the organization and systematization of these data, the order of the questions already presented within the scope of the methodology exposed in the introductory chapter was followed. The answers are presented in the order of temporality that the subjects answered the Google form, as we see in the table below:

Chart 1: Characterization of the research subjects

Answers Subjects	Age	Role/Occupation	Education	Length of experience in teaching Libras	Levels of the Libras course you work with
Teacher 1	36 years old	Libras teacher-interpreter acting as a sign language		About 7 years	I already worked on the basics today I'm on

		teacher L2 for listeners.			the intermediate.
Teacher 2	33 years old	Libras teacher-instructor	Nutrition and Letters Portuguese	7 years	Basic Libras
Teacher 3	38 years old	Libras teacher-interpretor	Letters Portuguese	10 years	Teacher of Basic Libras and the discipline Libras in Higher Education

Source: Prepared by the authors themselves (2024)

The results showed that the research subjects are over 30 years old and are assuming functions and occupations of teacher-instructors and teacher-translators-interpretors of the Special Education Center in the training courses in Libras. Among these subjects, two have higher education and one did not inform, and among the two who informed their training, one has two higher education degrees, one has a teaching degree and the other a bachelor's degree. In addition, their professional experience ranges between 7 and 10 years and they work as professionals in basic and intermediate courses.

Considering the above, it can be inferred that the training of professionals who work with the teaching of Libras as L2 is not linked, in principle, to the specificities of the licentiate and/or bachelor's degrees in Libras-Letras. However, they have training in the area of language, that is, in Letters/Portuguese Language. The length of experience shows that the research subjects are professionals who must already have knowledge, skills, and competencies in the area of teaching and/or translation and interpretation of Libras/Portuguese Language, since the levels of the courses offered within the scope of technical training in Libras as L2 require a certain experience with the use of it.

Returning to Brazilian legislation, according to Law 14.704 of October 25, 2023, the function and exercise of the profession of the translator, interpreter, and guide-interpreter, according to Brasil (2023) are exclusive of:

- I – graduate of a technical professional education course at the secondary level in Translation and Interpretation in Libras;
 - I – graduated with a bachelor's degree in Translation and Interpretation in Libras – Portuguese Language, in Letters with Qualification in Translation and Interpretation in Libras or Letters – Libras;
 - III – graduated in other areas of knowledge, provided that he/she has a diploma in extension, continuing education, or specialization courses, with a minimum workload of 360 (three hundred and sixty) hours and that he/she has passed a proficiency exam in translation and interpretation in Libras – Portuguese Language.
- Sole Paragraph. The training of Libras translators and interpreters can be carried out by civil society organizations representing the deaf community, as long as the

certificate is validated by one of the institutions referred to in item III (Brasil, 2023, s.p).

The professionals who work directly with the Libras courses offered by CAS-Maranhão are teachers-instructors and/or interpreters of Libras who have experience in the field of training people and have been working for some time in functions directly related to the work with the teaching and/or translation and interpretation of Libras. Therefore, it can be inferred that they have their training offered by the Center at basic, intermediate, and/or advanced levels, as well as continued training in the area of Libras by the institution itself or through extension and/or graduate courses at the level of Specialization in Libras. Next, we present the second table:

Chart 2: Objective of teaching Brazilian Sign Language; objectives of teaching Libras through communicative and grammatical approaches

Answers Subject	The objective of teaching Libras	The objective of teaching Libras through the communicative approach	The objective of teaching Libras through the grammatical approach
Teacher 1	To encourage the use and dissemination of Sign Language.	To appropriate sign language through the use of Libras itself.	Understand the structural rules of language functioning.
Teacher 2	Spread the language to hearing people and provide linguistic support for the construction of basic communication.	To develop language learning through the alliance between linguistic competence and practice, taking into account real contexts of daily life, also striving for interaction with the Deaf.	Understand the grammatical structure through the norms and concepts responsible for the construction of the language.
Teacher 3	For me as a teacher, the diffusion of Libras in society; for the deaf as a form of communication; for the listener the knowledge of another language can facilitate the process of inclusion of the deaf person.	To facilitate the communicative process between deaf and hearing people in society.	That Libras is understood as a de facto language. And because it is a language, it has grammar just like oral languages. Therefore, it is important to study its aspects to make the students of this language understand the grammatical aspects of its linguistic structure.

Source: Prepared by the authors themselves (2024)

Chart 2 presents a configuration of conceptual relationships that permeate the main purpose of this study, that is, the perceptions of professionals regarding the objectives of teaching Libras; the objectives of teaching Libras through the communicative approach; and the objectives of teaching Libras through the grammatical approach. Thus, the data show that the teaching of Libras is associated, firstly, with the diffusion and use of Libras through learning, aiming, above all, at the communicative process, both for the deaf and the listener.

As for the main objective of teaching Libras through a communicative approach, the results show that the research subjects understand that there is a need to learn the language that comes, mainly, from the use, aiming at communication, however, they do not disassociate it from social relations and objectivity that involves people with deafness. It is important to highlight that the second subject (teacher 2) makes an inference that points to the need for an association between linguistic competence and communicative social practices through Libras and the subjectivity of the person using the language. And, within a normative context, the subjects understand that it is necessary to understand the grammatical structures of Libras, given that it is necessary to know the rules and structural norms of the language from the most varied linguistic contexts.

The grammatical and communicative perspectives complement each other dialectically in the formative processes in the area of Libras as L2, as both the form and the use are part of the context of the teaching of Libras in the courses offered. This is ratified by Almeida Filho (1997) when he considers that it is important to understand when the approach is more grammatical, in its most formal aspect, as well as to perceive the conditions of use in its usual formats, that is, communicative.

There are some intersections between the positions of the research subjects regarding teaching itself and Libras; of Libras through communicative interest and; of Libras through grammatical interest. Therefore, it can be seen that the perspectives are complementary and are aligned in the dynamics of diffusion and use of the signed language in the processes of knowledge of the grammatical structure and the communicative process of the deaf person.

Here is Table Three on the planning and use of the communicative and grammatical approaches for analysis:

Chart 3: Planning and communicative or grammatical approaches

Subject	Answers
Teacher 1	I divide the class into two moments and plan the more theoretical and grammatical content combined with practical activities that can be demonstrated in the signage where these rules appear, in the planning I separate a part of the class for activities of exposure to the language in signed videos and opportunities to use the vocabulary that they are learning or have already learned.
Teacher 2	Our contents are divided into theory and practice, in theory there is an appreciation for concepts about grammatical structure and practice is based on the communicative approach because we go beyond teaching only isolated signs, these are always being inserted in real contexts, always taking into account the student's level, their experiences and communication aspirations.
Teacher 3	Through theoretical and practical classes, there is a mixture of sign vocabulary classes, so that they can be used in the communication process and later contextualized in the structure of Libras, making a comparison with the grammar of the Portuguese language.

Source: Prepared by the authors themselves (2024)

Regarding the preparation through the planning of the course/classes for listeners learning Libras, the research subjects demonstrated that they recognize the distinct and interconnected moments in the classes from a theoretical perspective, a grammatical approach to learning the signed language, and a more practical way of its use, that is, in communicative issues. The content of the information shows that, because they are complementary, the dynamics of the classes themselves allow the professionals to purposely use the relationships between text and context, that is, in a process of complementarity, interspersing the teaching of Libras with the normative way of grammar and the social issue of using this language.

Gesser (2010) brings a discussion that advances the understanding of the dialectical relations between perspectives. In this regard, the author says that "the specialized literature has pointed out that, although relevant, there are points in the teaching of grammar to ponder. In the first place, grammar must be approached in a way that contemplates communicative situations, that is, that seeks to achieve a communicative objective" Gesser (2010, p. 74).

The results show that there are appropriate requirements regarding the use and the foundation, that is, between the development of linguistic-grammatical and/or linguistic-communicative skills. First, it is considered that there are people who use Libras but have not undergone more in-depth studies of normative grammar, this also happens in the use of the oral Portuguese language in a more pragmatic issue. And, in the formative and

professional sphere, it is important to make cultured use of the language, as is the case of the training courses offered by CAS-Maranhão.

It is not that the communicative and grammatical processes of teaching and learning Libras are isolated, but they can also be worked on in isolated moments. However, to be worked on in isolation, they must be complementary, that is, stages that communicate and complement each other due to a single need, that is, communication through the teaching and formalized learning of the language, and this also involves the social use of the language. Other additional paths are also needed to reinforce learning, that is, for learners to seek communicative alternatives in spaces of linguistic interactions and use them according to learning. The following is the next table:

Chart 4: The teaching and learning of Libras and the communicative and grammatical approaches

Subject	Answers
Teacher 1	I strongly believe that the results I have seen are the result of the communicative approach, it was the first semester that formed an advanced class on a single board.
Teacher 2	The communicative approach, especially for the basic level, is what enables the student to combine vocabulary with the day-to-day contexts necessary for effective communication with the Deaf.
Teacher 3	I work in the classroom with both approaches, because I believe that the student through the communicative process is already assimilating the grammar through the structure of the language.

Source: Prepared by the authors themselves (2024)

Next, the research allowed us to discuss the teaching and learning of Libras, highlighting whether the processes already listed are more effective through the communicative or grammatical approach. Therefore, the results show that there are divergences in the positions, as two professionals – teacher 1 and teacher 2 – follow the communicative approach of the teaching of Libras as being of greater effectiveness and the other professional – teacher 3 – considers that it is the mixture between the two approaches in a process of complementarity that justifies the use of the signed language (communicative approach) through an already assimilated knowledge, the grammatical approach.

Portela (2006) deals with communicative and grammatical competencies and highlights that it is important to realize that communicative competence should be understood as knowledge and skills required for communication. Meanwhile, grammatical competence refers to the mastery of the linguistic code, which includes the rules of language/language. Given this, for training in the area of Libras, as L2 to be effective,

teachers must consider both perspectives, as well as envision these objectives both in teaching and learning.

The teaching and learning processes of Libras are dynamic processes that require professionals, teachers-instructors, and teachers-translators-interpreters, inseparable knowledge of theory and practice, considering, mainly, that the language is gestural-visual. These processes are interconnected because at the same time that the learner perceives and learns the formats and materiality of the language in its dynamics and grammatical approach, he also processes the practical paths that involve its use.

Although sometimes social objectivity reflects that language is only, in its materiality, practical and that it allows communicative action, formative and social experiences will require a cultured teaching and learning process of language, that is, systematized knowledge of grammar. In this sense, here we are not disregarding the social pragmatics of the use of the signed language, but perceiving that linguistics allows knowledge to advance from the social, communicative sphere, in its most incipient face, and move towards the formal/grammatical learning of a language. Table 5 is as follows:

Chart 5: Main methodologies used for the teaching of Libras through communicative and grammatical approaches

Subject	Answers
Teacher 1	Communicative: -practical translation activities (voice and signing) with textual genres; - simulation of situations and contexts such as television news, and interviews with the deaf; storytelling for children; - the creation of flagged stories from images; Grammatical:- dialogue with examples.
Teacher 2	In the communicative approach, activities are used such as dialogues between students about the content studied, dialogue between students and deaf guests of the institution itself so that there is interaction not only with the tutor teacher in the room, practice in videos played by the students, among others. At the basic level, there was a change in the content and there is not so much depth in the grammatical approach, for example, in the first unit myths and truth about Sign Language are debated in the classroom based on the book "Libras: What language is this?" (Audrei Gesser), I also like to use interviews with Professor Sueli Ramalho who comments in a very amusing way the look of the Deaf in front of the grammatical structure of Libras, which for listeners who are starting their studies are fundamental, in my opinion.
Teacher 3	In practical activities using signs through vocabularies with video records, also in written activities, such as the use of parameters and activities of translation from Libras to the Portuguese language.

Source: Prepared by the authors themselves (2024)

Finally, the study allowed the subjects to list the main methodologies used for the teaching of Libras through communicative and grammatical approaches. In this aspect, it was possible to perceive in the information given by the research subjects that teachers

1 and 2 do a diversified methodological work for each approach worked on and teacher 3 has been using the methodological processes without distinguishing the approaches, considering that he already does a work integrating the interest in the two skills and the development of linguistic skills.

On the other hand, the results also show that the activities developed, although presented separately by teachers 1 and 2, accumulate a direct relationship between the two approaches. For example, it is highlighted that the work of translation and interpretation, activities with textual genres, storytelling, and the promotion of dialogues between deaf and hearing people, tend to represent practical actions linked to the communicative approach, but are also supported by grammatical studies undertaken in the classroom.

Gesser 2010, p. 73) argues that "grammatical competence is part of linguistic competence, but certainly its isolated mastery is not enough if we think about other levels of production and comprehension in the target language". Thus, linguistic competence involves organizational competence and pragmatic competence. And in its specificities, organizational competence is characterized by grammatical and textual competencies, while pragmatics is based on elocutionary and sociolinguistic competencies (Bachman (1990, p. 87) *apud* Gesser 2010, p. 73).

Gesser (2010, p. 84-85) presents a range of suggestions for activities and materials for working with the teaching of Libras. Therefore, only a few excerpts are presented here, as it is:

[...] You must experiment based on the activities proposed in the material, recording whether they work well under what circumstances.

[...]

Hearing students need to use LIBRAS by the discursive rules present in each genre.

[...] develop a file to store activities that work on LIBRAS skills or specific linguistic content, adding different techniques for the practice and participation of students. Remember that your organization and classification of materials will facilitate the preparation of your classes during your profession.

[...] materials recorded in LIBRAS.

[...] adapt the language, always thinking about the level of linguistic knowledge of the students and the linguistic-communicative form.

Regarding the use of materials for teaching Libras as L2, the results are in line with what is presented by Gesser (2010). The intentionality of teaching and learning Libras permeates an organization of planning and teaching plans; it advances to the development of the objectives through methodological procedures that include the didactic materials

and, after the development of the didactic action, advances to the evaluation processes. Thus, it is important to consider that the practices that have been developed in the Libras courses at CAS advance by including methodologies resources, and didactic materials that aim, above all, to adapt the teaching of Libras to the linguistic needs that the signed language requires. This involves the need to organize didactic materials aimed at a communicative perspective, in a way that does not escape the real interests of grammar teaching.

FINAL CONSIDERATIONS

The realization of this study showed that the teaching work developed through the teaching, translation, and interpretation of Libras is a field that accumulates a variety of experiences and experiences. In addition to being, in the social sphere, a space for the materialization of rules and regulations, in a way, even with some limitations and contradictions, it is a collective work.

The intention of discussing the grammatical and communicative approaches to the teaching of Libras as a second language from the perceptions and understandings of the professional instructors and translators-interpreters of the Brazilian Sign Language (Libras) courses offered by CAS-Maranhão, brought, at first, some considerations about the teaching and learning processes of Libras for the group in question. In this sense, it was found that these professionals have been working with knowledge in favor of a perspective of the normative grammar of Libras, as well as being focused on sociolinguistic experiences and experiences.

The results of the research showed that the professional instructors and translators-interpreters of Libras are aware of the dynamics of the work developed and, in the materiality of the didactic-pedagogical actions, they perform, to a large extent, the teaching scopes through the grammatical and communicative perspectives of the teaching of the signed language.

The study also pointed out that the objectives of teaching Libras, in general, are aligned with the perspectives of the norm and the use of Libras in daily practices, in addition to the fact that the work with planning and teaching methodologies is based on this path. It is believed that the focus of teaching, based on the approaches presented, is already linked to the interest in the social process of inclusion of deaf people in the spheres of society in general.

It is concluded that we have a long way to go aiming at access to Libras by social subjects in general. However, educational policies must regulate the access, learning, and dissemination of Libras in the most varied spaces of experience and coexistence, starting with the formative spheres. Furthermore, the professionals who work with the teaching of this language must be respected and valued, thus aiming to ensure the emancipation and true inclusion of the deaf person.

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