

ARTICLE

ANALYZING THE PERCEPTIONS OF TILS REGARDING THE PERFORMANCE OF REMOTE EMERGENCY TEACHING¹

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ABSTRACT: This article aims to analyze the perceptions of translators and interpreters of Libras/Portuguese Language (TILS) regarding the performance and translation processes in the face of the pandemic period in Brazil. The study is quantitative-qualitative research, in which a questionnaire was made in Google Forms aimed at TILS working in emergency remote teaching in Brazil. The questionnaire was disseminated online on social media platforms, in groups related to TILS, in Centers for the Training of Educational Professionals and for the Service of Persons with Deafness (CAS), in TILS associations and associations of the deaf, with the aim of reaching the widest possible audience of participants targeted for this study. The questionnaire was published online on the social networks of contact centers for training professionals in education and care for people with deafness (CAS), TILS federations, and associations of the deaf in order to reach the maximum number of target participants of this study. To this end, 58 participants responded to the request to participate in the study. From the data analyzed, it was found that there were drastic changes reflected in the performance of these professionals affecting three main aspects: (1) the (re)knowledge of the profession and the formation of TILS; (2) the transformations of the activities performed by TILS during the pandemic.; and (3) the *locus* of work in remote learning.

Keywords: Remote teaching, COVID-19, translator and interpreter, deaf education.

ANÁLISE DAS PERCEPÇÕES DE TILS QUANTO À ATUAÇÃO NO ENSINO REMOTO EMERGENCIAL

RESUMO: Este artigo objetiva analisar as percepções de tradutores e intérpretes de Libras/Língua Portuguesa (TILS) quanto à atuação e aos processos tradutórios frente ao período pandêmico no Brasil. O estudo trata-se de uma pesquisa quanti-qualitativa, no qual foi confeccionado um questionário no *Google Forms* dirigido aos TILS atuantes no ensino remoto emergencial no Brasil. O questionário foi

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divulgado online nas redes sociais, em grupos de TILS, nos centros de capacitação de profissionais da educação e de atendimento às pessoas com surdez (CAS), nas federações de TILS e associações de surdos a fim de conseguirmos o maior alcance possível aos participantes alvo deste estudo. Para tanto, responderam 58 participantes ao pedido de participação no estudo. A partir dos dados analisados, verificou-se que houve transformações drásticas que refletem na atuação desses profissionais que incidem em três aspectos principais: (1) o (re)conhecimento da profissão e a formação dos TILS; (2) as transformações das atividades desempenhadas pelos TILS durante a pandemia; e (3) o *locus* de trabalho no ensino remoto emergencial.

Palavras-chave: Ensino remoto emergencial, Covid-19, tradutor e intérprete de Libras, educação de surdos.

ANÁLISIS DE LAS PERCEPCIONES DE TILS SOBRE EL DESEMPEÑO EN LA ENSEÑANZA REMOTA DE EMERGENCIA

RESUMEN: Este artículo tiene como objetivo analizar las percepciones de traductores e intérpretes de Libras/Lengua Portuguesa (TILS) sobre la actuación y los procesos de traducción frente al período de pandemia en Brasil. El estudio es una investigación cuantitativa-cualitativa, en la que se realizó un cuestionario en Google Forms dirigido a TILS que trabajan en la enseñanza remota de emergencia en Brasil. El cuestionario fue difundido en línea en las redes sociales, en grupos de TILS, en centros de capacitación de profesionales de la educación y de atención a personas con sordera (CAS), en federaciones de TILS y asociaciones de surdos, con el objetivo de alcanzar la mayor cantidad posible de participantes objetivo para este estudio. Para ello, 58 participantes respondieron a la solicitud de participación en el estudio. A partir de los datos analizados, se constató que hubo cambios drásticos que se reflejan en la actuación de estos profesionales que afectan tres aspectos principales: (1) el (re)conocimiento de la profesión y la formación de TILS; (2) las transformaciones de las actividades realizadas por TILS durante la pandemia; y (3) el lugar de trabajo en el aprendizaje remoto.

Palabras clave: Enseñanza remota de emergencia, Covid-19, traductora e intérprete de Libras, educación para sordos.

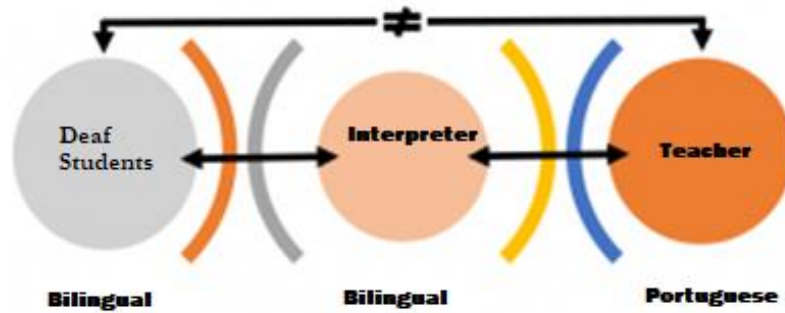
INTRODUCTION

The Covid-19 pandemic has brought about a sudden and urgent transformation in all areas of human life. Oliveira, Silva, and Silva (2020, p. 27) explain that “the consequences, impacts, and implications for society are significant and have not yet been fully assessed”.

Therefore, focusing on the resulting transformations in Education, Martins (2020, p. 251) states that this pandemic period exposed educational failures, generating relevant discussions, such as “[...] the working conditions of teachers, the quality of the teaching-learning process, the relevance and meaning of the topics to be addressed, the development of student-centered pedagogical practices [...]”. In this regard, the entire educational scenario was called into question, which caused significant changes, from administrative to pedagogical functions.

Considering the educational structures of inclusive schools in Brazil, the pedagogical relationship in the classroom is organized based on the presence of three subjects: teacher, translator, and interpreter of Libras/Portuguese Language (TILS- *tradutor e intérprete de Libras/Língua Portuguesa*) and deaf student (Figure 1).

Figure 1 – Educational Relationships in Inclusive Schools



Source: Almeida and Córdula (2017, p. 3)

According to Gesser (2011), this pedagogical relationship is based on four pillars: trust, respect, partnership, and educational involvement. Given that these pillars support this pedagogical relationship; it is worth reflecting on how it occurs in the face of the transition from in-person teaching to emergency remote teaching. The systematic literature review by Sansão and Cruz-Santos (2022), aimed to conduct a survey of research on the performance of Libras/Portuguese Language translators and interpreters (TILS) considering the pandemic context arising from COVID-19 and the transition from in-person teaching to emergency remote teaching, only three articles addressed this topic between 2019 and 2021. Among these articles, Sparano-Tesser (2020) addresses multimodality in pedagogical training meetings and the performance of TILS in video calls; Silva (2020) explains the contributions of technologies in the translation and interpretation process during the pandemic period, and Marques (2020), based on an experience report, analyzes the practice of remote interpretation. After this literature review, Sansão and Cruz-Santos (2022) found that discussions on the role of TILS in emergency remote teaching are incipient, requiring greater visibility and research in this field to recognize the interpretative role, performance, and the translation process, given the remote education model.

Thus, the following question arises: Considering that emergency remote teaching has transformed pedagogical practice, what changes in the performance of TILS in the educational field have experienced since this transition? Based on this question, this article aims to analyze the perceptions of TILS regarding the performance and translation processes during the pandemic period.

This is a quantitative and qualitative study in which a questionnaire was prepared for the TILSs working in emergency remote teaching in Brazil. The questionnaire was distributed online on the social networks of the training centers for education professionals and those who provide services to people with deafness (CAS), federations of TILS, associations of the deaf, and WhatsApp and Facebook groups to reach the widest possible audience of the study's target participants. Fifty-eight participants responded to the request to participate in the study. The data were analyzed to allow reflection on the level of understanding of the obstacles to the TILS work during the pandemic and linguistic accessibility in emergency remote teaching.

This research is organized as follows: in the first section, the research methodology is presented, aiming to define and describe the methodological procedures adopted; in the second section, the results obtained from the research documentation are addressed; in the third section, a discussion of the data is carried out to perceive the multiple meanings of the statements of the TILS, considered as “perceptions”, and how these converge in the face of the researched problem; and, finally, some considerations are made.

METHODOLOGY

“Defining the methodological option means thinking about the paths to be taken in the research process” (SANSÃO, 2020), since, in this process, the research scope is defined to understand the phenomenon of the object investigated. According to Brandão (2010, p. 33), the “construction of the object” concerns, among other issues, the ability to choose the most appropriate methodological alternative for the analysis of that object. This research is a mixed methodological option, whose data

collected are quantitative and qualitative. Therefore, it was defined as quantitative-qualitative research. According to Creswell (2010, p. 39), this type of research has three general strategies:

- (i) sequential mixed methods - the researcher may start with a qualitative approach and follow with a quantitative approach, or vice versa;
- (ii) concurrent mixed methods - the researcher collects both forms of data at the same time and then integrates the information in the interpretation of the results;
- (iii) transformative mixed methods - the researcher uses a theoretical approach as a broad perspective in a project with quantitative and qualitative data, and this approach may involve a sequential or concurrent approach.

For this purpose, the second strategy mentioned above was adopted, in which, based on the construction of the online questionnaire, objective questions, essay questions, and Likert scales were defined, which were alternated simultaneously, addressing qualitative and quantitative aspects. This type of approach was chosen because, according to Duffy (1987, apud PASCHOARELLI; MEDOLA; BONFIM, 2015, p. 70), it brings some benefits such as:

the possibility of controlling biases (through the quantitative approach) and understanding the agents involved in the phenomenon (through the qualitative approach); identification of specific variables (through the quantitative approach) and a global view of the phenomenon (through the qualitative approach); complementing a set of facts and causes arising from the quantitative approach with a view of the dynamic nature of reality; enriching the findings obtained under controlled conditions with data obtained in the natural context.

In this sense, considering the specificity of this scope, quantitative-qualitative research presents a very dynamic relationship regarding the subject/object and the real world to understand the subjectivities and objectivities of the research participants.

Data collection instruments and procedures

An online questionnaire was developed using the Google Forms platform, in which objective, essay, and scale questions were created. In total, 18 questions were created, 11 of which were objective, 4 essays, and 3 Likert scale² questions. These questions were organized in an alternating manner, with the first being sociodemographic questions, aiming to understand the social and personal identification aspects of the participants, and later questions about the performance of the TILS, linguistic accessibility, and obstacles to their performance, to understand the perceptions of the TILS during the pandemic period.

The survey was disseminated on social media (WhatsApp, Facebook, and Instagram groups), in training centers for education professionals and those who provide services to people with deafness (CAS), in federations of TILS (both sent by email), and in associations of deaf people to reach the largest possible number of participants throughout the country.

After this dissemination, the form was available for responses from May 7, 2020, to September 7, 2020, for a total of 6 months. The questionnaire link was frequently disseminated on social media through sharing and/or email forwarding to reach the largest possible number of participants.

Characterization of research participants

Regarding the research participants, selection was made through voluntary participation through an online questionnaire. The initial research sample consisted of 63 TILS who responded to the request to participate in the study. However, after the database processing phase, it was identified that 5 participants had answered the questionnaire more than once, arriving at a final sample of 58 participants. The statistical procedures of this initial stage, which involves the analysis of quantitative data, were performed using the Statistical Package for the Social Sciences (IBM SPSS Statistics)³, version 27.0 for

² “The Likert Scale is a type of psychometric response scale that is commonly used in questionnaires and opinion polls and aims to measure the degree of adherence to a response and/or the interviewee's affinity with a certain statement linked to a certain attribute that one wants to measure” (MEIRELLES, 2014, p. 68).

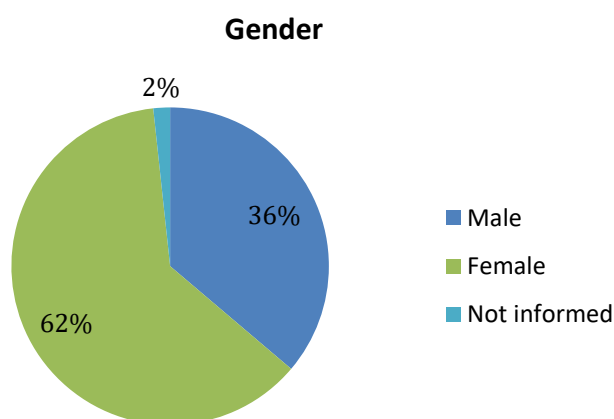
³ SPSS (Statistical Package for the Social Sciences) is a statistical software with different modules, developed by IBM, that allows statistical analyses (descriptive and inferential) and graphics to be performed with a wide range of data for research.

Windows. The choice of software is intentional since it allows us to work with robustness and precision on the statistical data of this scope.

To characterize the sample and define the sociodemographic data of the participants, we listed 7 descriptive analysis categories: (1) gender, (2) age, (3) academic background, (4) level of education in the area of activity, (5) type of educational institution in operation, (6) location in which the participant works, (7) time spent in the role and (8) weekly workload working in emergency remote teaching.

The sample distribution, considering the first independent variable, gender, includes 36 female TILS (62.1%), 21 male TILS (36.2%), and 1 TILS (1.7%) who did not wish to be identified. The graph below represents this data (Figure 2).

Figure 2 - Gender of participants



Source: Created by the authors (2020)

Regarding the second independent variable, age of participants, 8 TILS (13.8%) are up to 25 years old, 24 TILS (41.4%) are 26 to 35 years old, 14 TILS (24.1%) are 36 to 45 years old, 10 TILS (17.2%) are 46 to 55 years old, 2 TILS (3.4%) are 56 to 70 years old. Table 1 below shows the distribution of the sample according to age.

Table 1 - Sample Distribution by Age

Age	N	%
Up to 25 years old	8	13.8
26 – 35 years old	24	41.4
36 – 45 years old	14	24.1
46 – 55 years old	10	17.2
56 – 70 years old	2	3.4
Total	58	100

Min.=1,0; Max.=5,0; M=2,55; SD=1,046

Note: N – Number of participants; % - Percentage; M – Mean; SD – Standard Deviation.

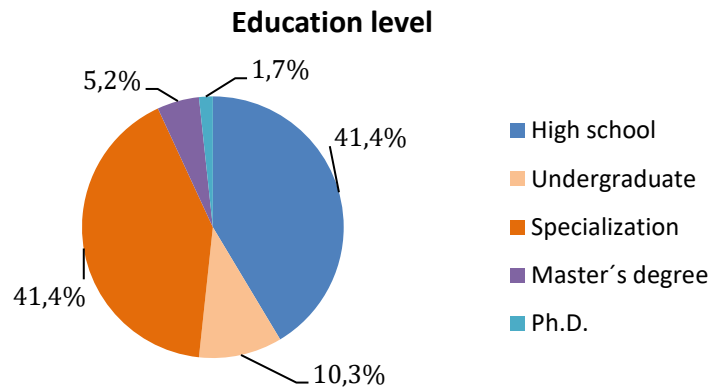
Source: Created by the authors (2020)

From the respondents' profiles, we observed that most of the TILS working in emergency remote teaching are in an intermediate age range from 26 to 35 years old. Furthermore, considering the mean value of 2.55, we can infer that the mean age of the sample is approximately 37 years old, with a standard deviation error of 1.046 (Figure 3).

The third independent variable analyzed refers to the most recent academic education of the TILS. In the meantime, 24 TILS have high school education (41.4%), 6 TILS have an undergraduate

degree (10.3%), 24 TILS have a specialization (41.4%), 3 TILS have a master's degree (5.2%) and 1 TILS has a Ph.D. (1.7%). Figure 3 shows that 41.4% of the TILS interviewed have only high school education and 58.6% have higher education.

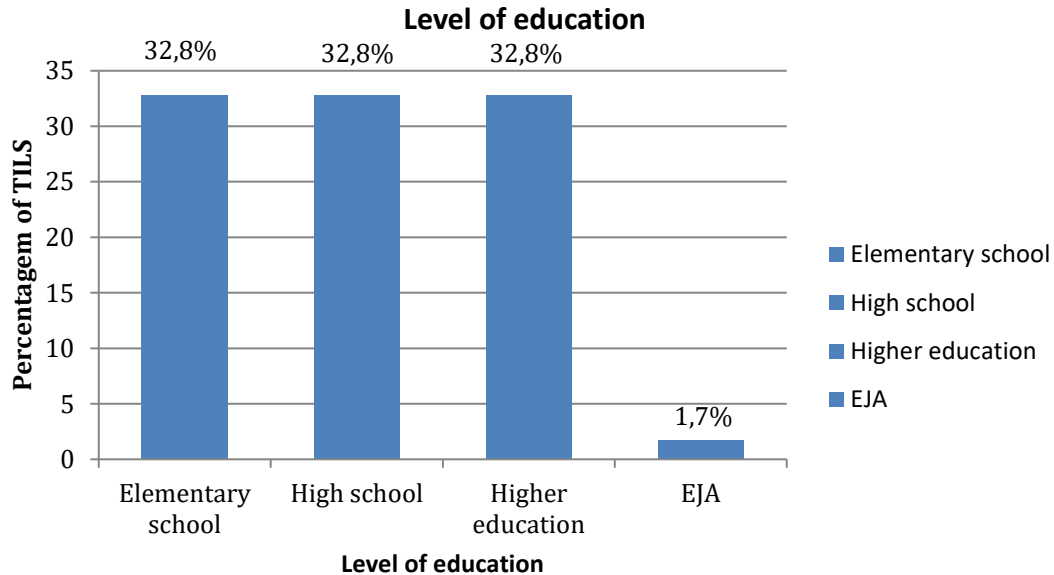
Figure 3 – Educational level of participants



Source: Research data (2020)

The fourth independent variable analyzed is the sociodemographic identification of the participants regarding the level of education they work in (Figure 4). Thus, 19 work in elementary education (32.8%), 19 in high school (32.8%), 19 in higher education (32.8%), and 1 in Youth and Adult Education - EJA (1.7%). The graph below allows us to see that the sample size of the professionals investigated is proportionally equal in the levels of basic and higher education in regular education.

Figure 4 - Educational level of participants



Source: Created by the authors (2020)

The fifth independent variable refers to the type of educational institution in operation. It was found that 13 TILS work in municipal public institutions (22.4%), 14 work in the state public institutions (24.1%), 25 work in federal public institutions (43.1%), and 6 work in private institutions (10.3%). As can be seen in Table 2, 89.7% of professional's work in public educational institutions, with a number 8 times greater than in private institutions.

Table 2 - Sample distribution by type of educational institution

Age	N	%
Municipal Public	13	22.4
State Public	14	24.1
Federal Public	25	43.1
Private	6	10.3
Total	58	100

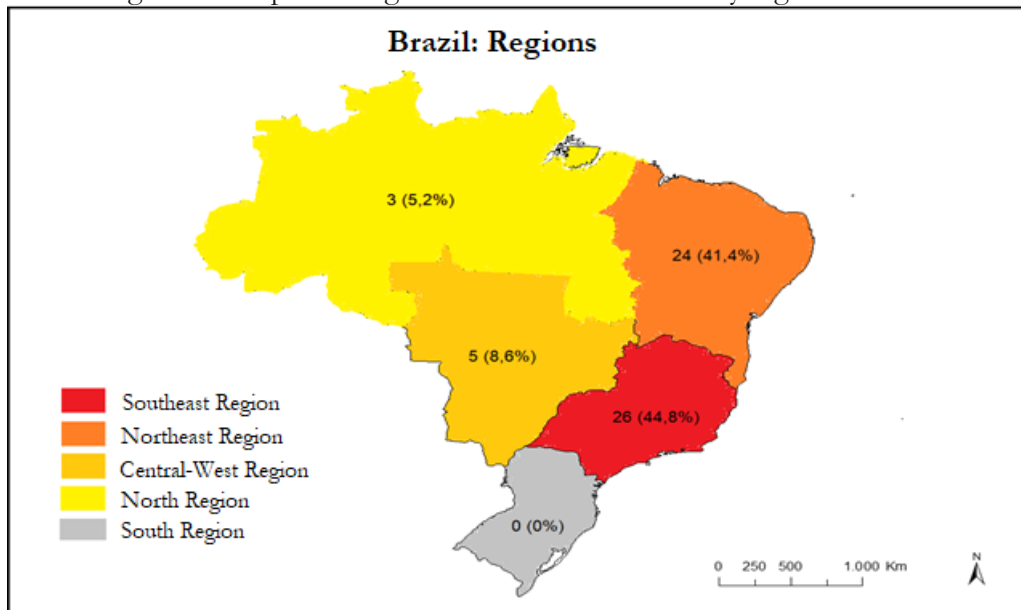
Min.=1,0; Max.=4,0; M=2,41; SD=0,956

Note: N – Number of participants; % - Percentage; M – Mean; SD – Standard Deviation

Source: Created by the authors (2020)

The sixth independent variable analyzed refers to the location where the TILS in this research operate (Figure 5). There were representatives from several regions of Brazil: Minas Gerais, Pernambuco, São Paulo, Alagoas, Bahia, Goiás, Mato Grosso, Sergipe, Tocantins, Ceará and the Federal District. Thus, we subdivided the concentrations of respondents into the 5 regions of Brazil, which are: north region, northeast region, central-west region, southeast region, and south region. Responses were obtained from 3 participants from the north region (5.2%), 24 from the northeast region (41.4%), 5 from the central-west region (8.6%), 26 from the southeast region (44.8%) and no participants from the south region (0%), as can be seen below.

Figure 5 - Map showing the distribution of TILS by region in Brazil



Source: Created by the authors (2020)

On the map above, we observe the incidence values according to the color scale as suggested by the legend, considering cold colors, the lowest values, and warm colors, the values with the highest number of respondents. The Southeast and Northeast regions represent approximately 86.2% of the perceptions of the TILS in this sample. This data is relevant because, considering that Brazil is a continental country, the territorial scope of this research allows for multiple perceptions regarding the performance of emergency remote teaching, since each region has autonomy to take educational and operational measures during this period.

The seventh category evaluated refers to the time spent in the role (Table 3). It was detected that 2 TILS have been working for less than 1 year (3.4%), 13 TILS have been working for 1 to 4 years in the area (22.4%), 23 TILS have been working for 5 to 9 years in the area (39.7%), 12 TILS have been

working for 10 to 14 years in the area (20.7%), 6 TILS have been working for 15 to 20 years in the area (10.3%), and 2 TILS have been working for more than 20 years in the area (3.4%).

Table 3 - Sample Distribution by Length of Service

Age	N	%
Less than 1 year	2	3.4
1 – 4 years	13	22.4
5 – 9 years	23	39.7
10 – 14 years	12	20.7
15 – 20 years	6	10.3
More than 20 years	2	3.4
Total	58	100

Min.=1,0; Max.=6,0; M=3,22; ED=1,125

Note: N – Number of participants; % - Percentage; M – Mean; SD – Standard Deviation.

Source: Created by the authors (2020)

From the data above, considering the average of 3.22, we can say that the average length of service of the TILS in this scope is approximately 8 years of activity. Given this amount of time in service, it allows us to reflect more clearly on the perceptions of these TILS about the transition from in-person teaching to emergency remote teaching, since they have considerable experience in the in-person model.

The last independent variable refers to the weekly workload of the TILS respondents to the survey who are working in emergency remote teaching. They were asked how many hours they worked per week (as shown in Table 4).

Table 4 - Weekly workload for emergency remote teaching

Workload	N	%
I am not working in emergency remote teaching	4	6.9
Less than 3 hours	3	5.2
3 to 7 hours	14	24.1
8 to 12 hours	12	20.7
13 to 16 hours	3	5.2
17 to 20 hours	3	5.2
More than 20 hours	19	32.8
Total	58	100

Min.=1,0; Max.=7,0; M=4,59; ED=2,00

Note: N – Number of participants; % - Percentage; M – Mean; SD – Standard Deviation.

Source: Created by the authors (2020)

Given the descriptive analysis carried out (means, standard deviation, and maximum and minimum values) of the results obtained in the application of the questionnaire, the first category investigated that 32.8% of the TILS respondents to this survey were working more than 20 hours per week in emergency remote teaching. Also, the average weekly workload is approximately 12 hours, considering the value of M=4.59 according to the intervals described in the questionnaire.

Data processing and analysis

Due to the specificity of the instrument adopted for data collection involving quantitative and qualitative data, this phase was carried out considering the epistemological assumptions of quantitative-qualitative research. Given the complexity and rigor of this type of analysis, data triangulation was adopted to understand the phenomenon from multiple perspectives. According to Flick (2011), triangulation allows us to perceive different levels of depth that the unveiling of a phenomenon requires.

Thus, it was divided into two stages. The first stage was a quantitative analysis using the Statistical Package for the Social Sciences (IBM SPSS Statistics) software, version 27.0 for Windows, and then the qualitative data was analyzed. In this sense, in the first stage, we initially used descriptive statistics, which allowed us to characterize the selected variables through the analysis of measures of central tendency (mean and standard deviation). At that point, it was possible to see that the categories separated and coded in SPSS met the assumptions of normality and homogeneity of variance. The statistical data were then analyzed and represented in graphs, tables, and histograms for data visualization and interpretation. Next, an inferential analysis of the data was performed, in which the statistical data detected were cross-referenced to more effectively analyze the data and the interrelationships between them.

In the second stage, based on the answers to the four discursive questions, an interpretative analysis of the qualitative data was carried out. According to Moita Lopes (1994), from an interpretative perspective, the multiple meanings that make up reality can only be analyzed through a critical interpretation of the phenomenon, with the qualitative factor being the focus of the analysis. To this end, a cursory reading of the participants' answers was first carried out. Then, a critical and interpretative reading was carried out to identify the thematic axes and similarities between the 'TILS' answers. We analyzed these perceptions from a historical and social perspective to understand the dialectical movement of transformation in the performance of these professionals. According to Sansão (2020, p. 80), "interpretative analysis allows the researcher to understand the movement of subjectivities and objectification, whose constitution is dialectical, since the subject expresses through speech, he is objectifying his subjectivity". In this sense, the qualitative analysis of the data involves an interpretation of the subjects' discourses due to the time and space that we are experiencing due to COVID-19.

Ethical considerations

This study is based on the ethical principles of equity and personal and professional responsibility and was approved by the Scientific Council of the Institute of Education in Portugal. Furthermore, since this is a study conducted in Brazil, it was submitted to the Ethics Committee of the *Plataforma Brasil*, under process number 50784321.4.0000.0056.

Participation by those involved was based on the online Informed Consent Form (ICF), which aims to provide the research subjects with the broadest possible information about the research to be conducted, its risks, and benefits so that their expression to participate (or not) is effectively free. Due to ethical and legal precepts, the names of the participants were kept anonymous, and it was necessary to carry out the appropriate coding. The coding was done in the order in which the questionnaire was answered, considering TILS1 for the first respondent, TILS2 for the second, and so on.

PRESENTATION AND ANALYSIS OF RESULTS

This section aims to present the results arising from the two studies developed in this investigation, which allowed us to answer the research questions and objectives outlined for this scope. In this sense, it presents, first, a descriptive analysis of the data and, subsequently, a qualitative analysis of the perceptions of the TILS.

Descriptive data analysis

Descriptive analysis, according to Reis and Reis (2002), refers to a preliminary stage for analyzing the collected data, which allows organizing, summarizing, and describing the phenomenon under investigation. This type of analysis allows for a broad observation of the characteristics of the sample or a comparison with other variables.

Based on this assumption, a descriptive analysis of the dependent variables was carried out, subdivided into three thematic axes: (1) transmission of classes in the emergency remote teaching modality, (2) assessment of linguistic accessibility in emergency remote teaching, and (3) assessment of the translation and interpretative quality of the performance of the TILS during the pandemic.

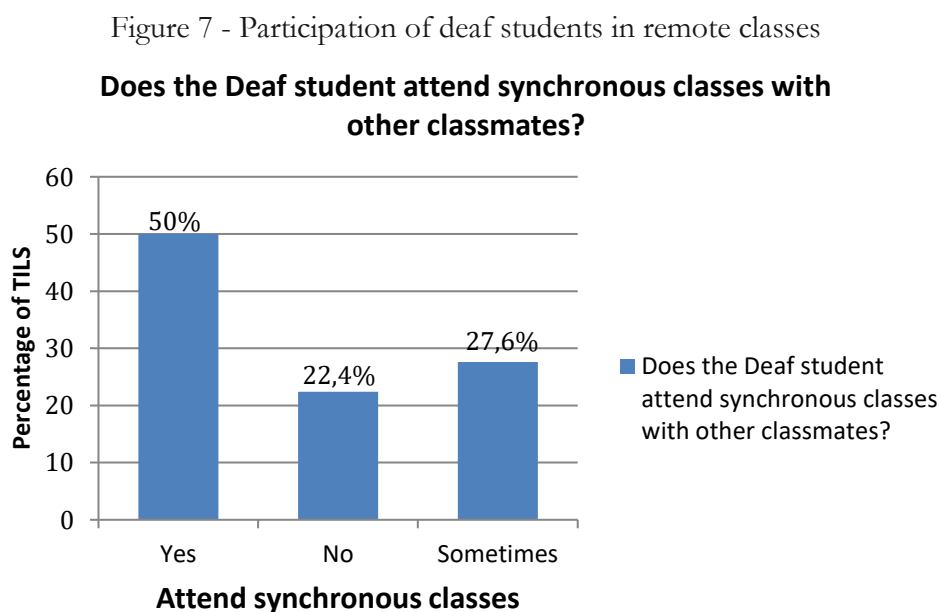
To carry out the descriptive analysis of the dependent variables, the questions that directly addressed the object of investigation in our scope were selected. The following questions were asked for the TILS:

- What is the means of transmission of classes in emergency remote teaching and mediation?
- Does the deaf student attend classes synchronously with the other classmates?
- What technological instruments are used to translate and interpret classes?
- Difficulty in using technological devices (5 being very difficult and 1 extremely easy)
- How do you evaluate linguistic accessibility in emergency remote teaching? (5 being very good and 1 very bad).
- How do you evaluate the quality of translation and interpretation in emergency remote teaching? (5 being very good and 1 very bad).

The questions above had two types of answers: the first is the objective type, represented by the first three questions above. In this model, the participant could choose one answer option. The second type is a 5-point Likert scale with verbal descriptions that include extremes – such as “very easy” and “very difficult”, which allows us to perceive different levels of intensity of the TILS’ opinion on the topic.

To identify the first axis analyzed, which is the transmission of classes in emergency remote teaching, 4 questions were asked: the first about the participation of deaf students in synchronous classes; the second about the platform for transmitting classes; the third about the technological instrument used in the work and, finally, the competence of the TILS in the use of technologies.

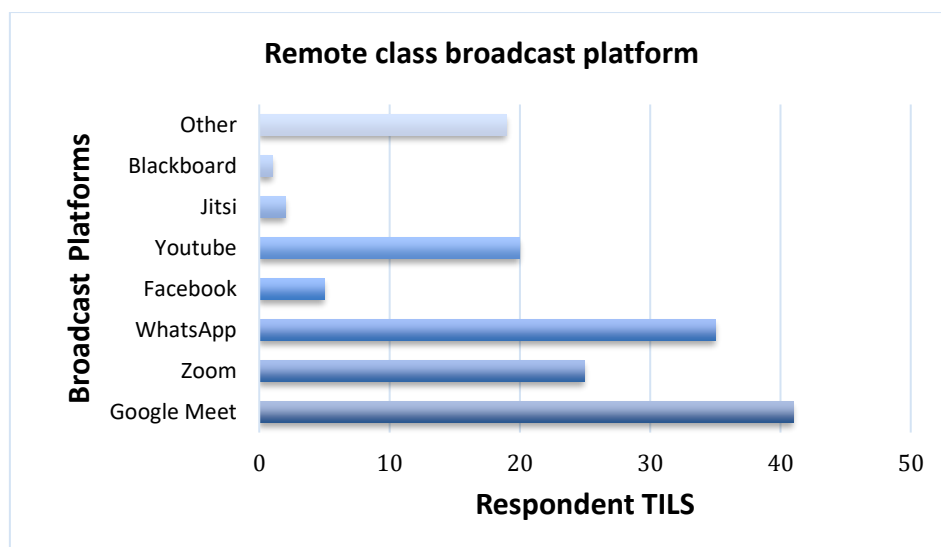
Regarding the participation of students in classes, the question was asked whether the deaf student attended synchronous classes with the other students in the classroom. Of these, 29 (50%) of the students attended classes synchronously, 13 (22.4%) did not attend synchronously and 16 (27.6%) sometimes attended synchronous classes, as can be seen in the figure below:



Source: Created by the authors (2020)

Another factor analyzed was the class transmission platform (Figure 8). Regarding this aspect, it was detected that 41 TILS (70.7%) used Google Meet, 25 (43.1%) used Zoom, 35 (60.3%) used WhatsApp, 5 (8.6%) used Facebook, 20 (34.5%) used YouTube, 2 (3.4%) used Jitsi, 1 (1.7%) used Blackboard and 19 (32.8%) used other platforms in addition to those mentioned above.

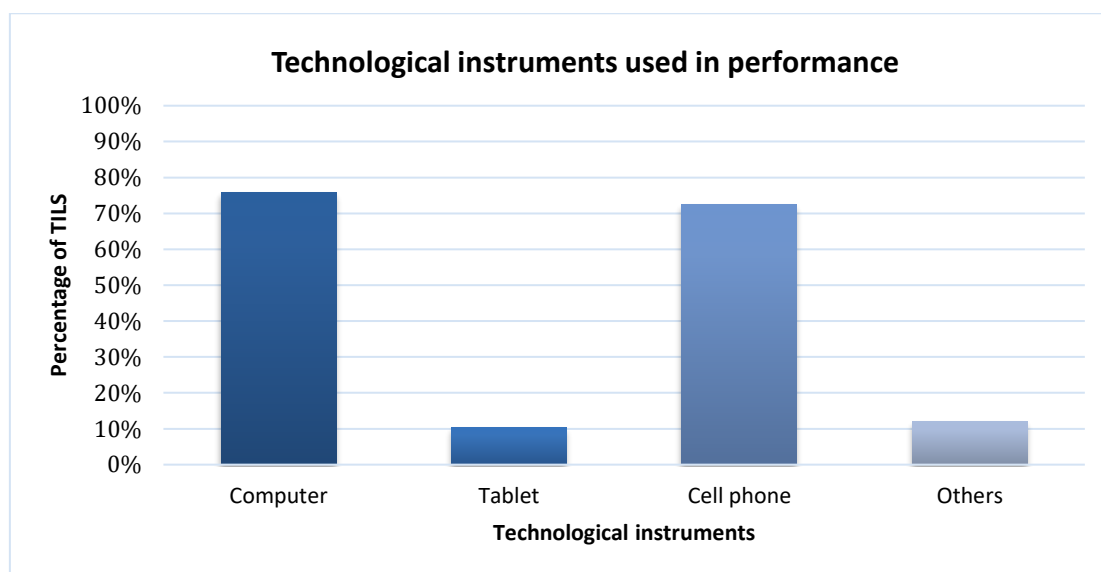
Figure 8 - Broadcast platforms used in remote classes



Source: Created by the authors (2020)

Furthermore, the participants were asked about the type of technological instrument that these professionals used for the intermodal transfer of classes. Therefore, the TILS were asked which device they used for work. It was found that 44 (75.9%) used a computer, 6 (10.3%) used a tablet, 42 (72.4%) used a cell phone and 7 (12.1%) used other equipment. As shown in Figure 8, the most used devices are the computer and the cell phone.

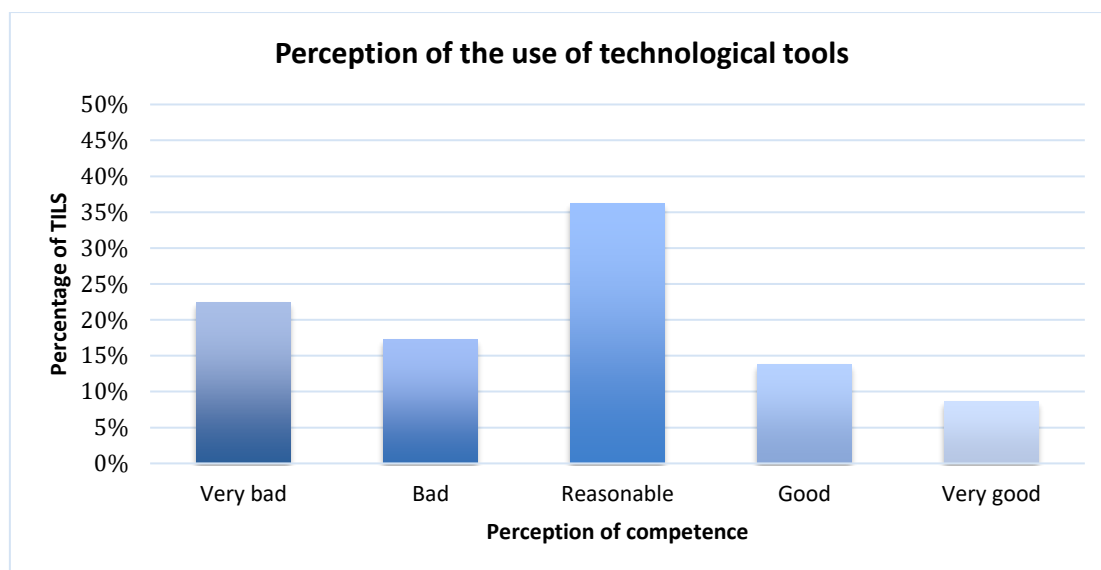
Figure 9 - Technological instruments used in TILS's performance in emergency remote teaching.



Source: Created by the authors (2020)

Given that the axis analyzed was the transmission of classes, the TILS was asked about the difficulty in using technological devices (with 5 being very difficult and 1 being very easy). Using a Likert scale, which aimed to perceive competence in using digital technologies (as shown in Figure 9), it was found that 13 (22.4%) considered using the instruments very easy, 10 (17.2%) considered it easy, 21 (36.2%) considered it reasonable, 8 (13.5%) considered it difficult and 5 (8.6%) considered it very difficult.

Figure 10 - Ability to use technological tools

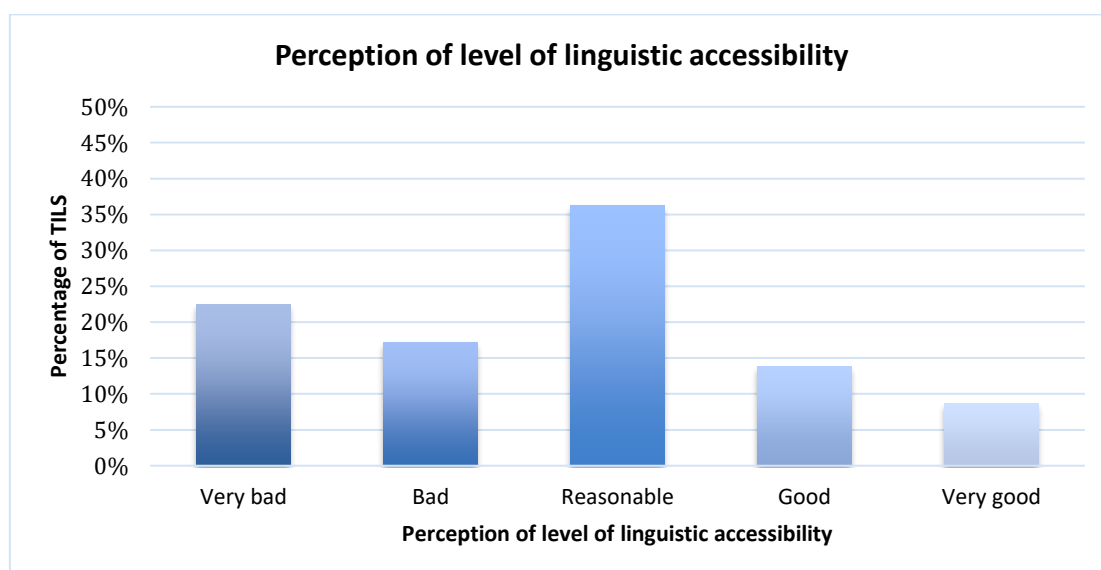


Source: Created by the authors (2020)

As shown in the figure above, most of the TILS do not have difficulties in handling technological instruments, which is corroborated by the fact that 77.2% of the sample surveyed consider them reasonable or easy to use. However, it is worth noting that 22.8% have difficulties in using the work instruments, considering it difficult or extremely difficult. This is confirmed by the fact that competence in the use of technological instruments in emergency remote teaching is fundamental since the activities focus on the use of these materials.

The second axis analyzed refers to the assessment of linguistic accessibility according to the perceptions of the TILS. To this end, they were asked how they rate linguistic accessibility in emergency remote teaching (with 5 being very good and 1 being very bad). Using a Likert scale, which aimed to perceive the level of linguistic accessibility in this period of transition to emergency remote teaching (as shown in Figure 10), it was found that 2 (3.4%) considered it very bad, 14 (24.1%) considered it bad, 27 (46.6%) considered it reasonable, 12 (20.7%) considered it good and 3 (5.2%) considered it very good.

Figure 11 - TILS perception of linguistic accessibility in emergency remote teaching

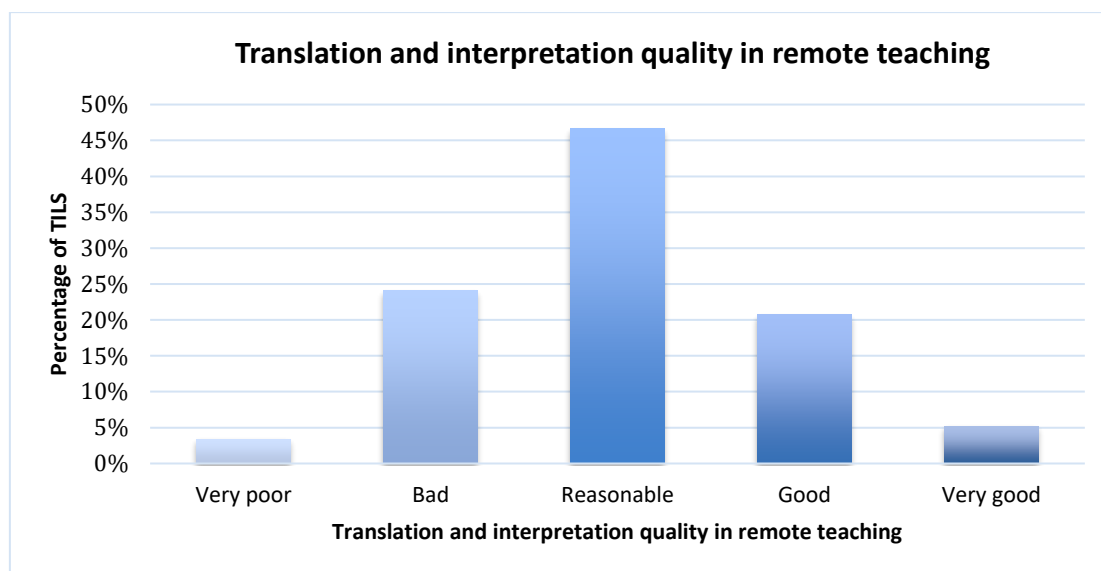


Source: Created by the authors (2020)

From the data above, we observe that 74.1% of the TILS respondents to the questionnaire considered, based on their perceptions, the level of linguistic accessibility to be reasonable to poor. Only 25.9% considered linguistic accessibility to be good or very good. This data is relevant because depending on the level of linguistic accessibility offered to deaf students, it can affect the learning process.

The last axis analyzed refers to the evaluation of the translation and interpretation quality in emergency remote teaching (Figure 12). To this end, they were asked how they evaluate the quality of translation and interpretation in emergency remote teaching (with 5 being very good and 1 very poor).

Figure 12 - TILS perception of translation and interpretation quality in emergency remote teaching.



Source: Created by the authors (2020)

Using a Likert scale, which aimed to perceive the translation and interpretation quality of the TILS's performance, it was found that 1 (1.7%) considered it very poor, 5 (8.6%) considered it poor, 28 (48.3%) considered it reasonable, 15 (25.9%) considered it good and 9 (15.5%) considered it very good. Thus, the majority of the TILS interviewed believe that the quality of translation and interpretation is reasonable in emergency remote teaching. If we analyze the extremes, it is clear that the translation and interpretation quality has 41.4% of professionals who believe it is >good, while, compared to the other extreme (<poor), we have only 10.3%.

In this sense, after analyzing the quantitative data from the questionnaire through descriptive analyses, a qualitative analysis was carried out of the essay questions asked to the TILS in Google Forms.

Qualitative analysis of essay questions

This section aims to present a critical-reflective analysis of the responses of the TILS regarding 4 essay questions of the questionnaire, based on a qualitative analysis of the data to better understand the phenomenon that is linked to "perceptions". This analysis permeates the discussion on (1) the transformations of the activities performed by the TILS during the pandemic; (2) the difficulties (3) and potentials encountered during the work in this period; and (4) the feedback from deaf students on translation and interpretation in emergency remote teaching.

In the first moment, the TILS were asked the following question: Have your roles performed as TILS in this emergency remote teaching proposal been adapted? If so, present some of them. Below are some of these reports:

Yes. They had to adapt to the virtual environment (TILS 1, 2020).

Remote translation using video. The audios sent are translated and sent to the deaf person (TILS 2, 2020).

Excessive demand to work at different times, not respecting the schedule or workload (TILS 4, 2020).

Yes, sometimes I played the role of teacher, teaching and explaining the subject (TILS 17, 2020).
 Yes, on the campus where I work, I work as a guide-interpreter for a deaf-blind person who uses tactile Libras, that is, the work had to be adapted. I am also working a lot at the institution's events and webinars, which did not happen frequently (TILS 28, 2020).
 Unfortunately, there were more responsibilities assigned incorrectly (TILS 33, 2020).
 Yes. Everything is online, and some have poor internet access, making it difficult to provide quality service (TILS 37, 2020).
 Yes, but there are still many that need to be adapted to improve audiovisual interpretation due to network inconsistencies (TILS 44, 2020).
 Adaptation of the Pet activities, as they have not been translated (TILS 47, 2020).
 Yes. At this time, I was also responsible for editing the video classes to insert the Libras window and visually adapt the class for deaf students (through images and the use of colors to highlight concept words or words that do not have a specific sign in Libras) (TILS 51, 2020).

As can be seen in the reports above, most of the research participants reported that there were sudden changes in the roles performed, which affected the technical, professional, and structural conditions of the work. In terms of technical aspects, it can be seen from the reports of TILS1 and TILS44 that the change of workplace to a digital platform was one of the changes that impacted the work of these TILS. Regarding professional transformations, it can be seen that, according to TILS2, TILS28, TILS33, TILS47, and TILS51, these changes were linked to the (re)cognition of the role of the educational translator and interpreter and the increase in work demands.

Além disso, conforme os relatos, as demandas de trabalho aumentaram vertiginosamente. Este fato está atrelado aos TILS assumirem funções que não são de sua responsabilidade (como, por exemplo, a adaptação de materiais didáticos para estudantes surdos) e o despreparo institucional para atender as demandas de acessibilidade linguística (como, por exemplo, a obrigatoriedade de TILS em eventos transmitidos online).

Also, according to reports, work demands have increased dramatically. This is because IT professionals are taking on tasks that are not their responsibility (such as adapting teaching materials for deaf students) and the lack of institutional preparation to meet the demands of linguistic accessibility (such as the requirement for IT professionals to attend events broadcast online). In this sense, the overload of tasks, previously not performed in face-to-face teaching, has had a direct impact on the performance of these professionals. This is corroborated by the responses of IT professionals when asked: What difficulties did you find in your work as IT professionals in emergency remote teaching? Below are some of these reports:

Not having a very good computer with a very good camera. Not liking to use the cell phone to interpret classes. Having to stay closer to the computer so that the signs are clearer for the deaf student and, therefore, my movements are limited to the camera's frame, which makes my shoulders hurt (from tension) and back pain, due to the limitation of movement. Another problem is the lack of professionals to take turns because there are only two of us and when one gets sick (I've been alone for a month), the other is left alone and ends up exhausted from having to bear everything. The teachers do not follow the coordinator's instructions, that is, they exceed the recommended synchronous class time (it should be 50 minutes to 1 hour) and, often, in addition to using the 1h40min as if it were a face-to-face class, they end up extending the class by 15 to 30 minutes more, meaning that the interpreter does not even have time for a break. The Teams platform used is very heavy and crashes several times. Many teachers talk too much and use few visual resources, which makes it difficult for deaf people, depending on the subject. Some teachers speak too quickly, as always (TILS8, 2020).

Accessibility: the video window is too small, so I listen to the classes on the computer and interpret them via WhatsApp. The student is not familiar with computers or the teaching system platform. She does not have the autonomy to research on the internet to help her understand the subject (TILS31, 2020).

Expenses with electronic components. Adaptation of space in the house to be used as a recording studio (background, lighting). Not all students have access to electronic devices and Wi-Fi (TILS34, 2020).

Delimitation of working hours, overload of activities because everyone wanted to be accessible, problems with internet access, no adequate environment, individual cost of equipment, internet, increased electricity bill. It is not our responsibility to create and edit videos, and in a way, this is being charged as if it were our responsibility (TILS37, 2020).

Student interaction. Most deaf students did not respond to the activities and did not show interest in the videos and classes sent to them (TILS46, 2020).

Length of time for classes, no interpreters on rotation, no support team for studying texts and topics, more theoretical and less expository classes. Amount of content intended for reading and translation, technology for filming, time dedicated to work, reading, and translation. Lack of feedback from students and teachers (TILS48, 2020).

Excessive workload. Teachers who know nothing about linguistic differences and adaptations for deaf students. Requests for production of adapted materials for classes. We are not from the AEE (TILS57, 2020).

As seen in the aforementioned reports, the TILS faced several obstacles during their work in emergency remote teaching. Based on the convergence of the TILS responses, through an interpretative analysis of the participants' response cores, the difficulties reported by them were listed, as shown in Figure 13.

Figure 13 - Difficulties in performing TILS during emergency remote teaching



Source: Created by the authors (2022)

These difficulties in working in emergency remote teaching are linked to (1) excessive workload; (2) precariousness in the work environment, (3) expenses with equipment and energy, (4) problems with internet access, (5) structural and technical problems, (6) lack of interaction between deaf students in classes or with teachers, (8) lack of characterization of the role of the support TILS, (9) health problems arising from working in emergency remote teaching (these include issues related to mental

health, wear and tear on ergonomic functions, among others), (10) lack of feedback from deaf students about the translation and interpretation process, and (11) lack of understanding about the role of the TILS.

Next, the TILS were asked the following: What potentialities have you identified in emergency remote teaching due to your performance as a TILS? After the interpretative analysis of the core responses, it was found that the vast majority of participants, 41 of the 58 TILS participants (70.6%), according to their perception, did not highlight any potential in acting in emergency remote teaching. However, considering the responses of those (27 TILS participants - 29.4%) who saw some potential in acting during emergency remote teaching, the following statements stand out:

Visual use (TILS1, 2020).

The visibility and reach of professional activities have been growing, which is an advantage (TILS9, 2020).

The videos will be saved, allowing certain content to be available in Libras on the internet (TILS11, 2020).

I believe that there has been significant development in the visual/technological material (TILS16, 2020).

Possibility of studying what will be adapted (TILS17, 2020).

Being able to reach more deaf people with emergency remote teaching (TILS22, 2020).

Visibility. Clarity (TILS27, 2020).

Many resources will be available and will be useful for the post-pandemic period, in addition to being able to provide services in the student's language (TILS38, 2020).

One of them is that I can use technology more to perform my roles as a TILS, providing the student with more effective learning (TILS44, 2020).

Classes are being recorded and then available on the Google Classroom system for students to watch. This way, I have more time to study and translate the material, since the teacher is required to send the class material in advance, which rarely happens when classes are in person. I gained 2 hours that were previously spent commuting to and from school (TILS52, 2020).

Thus, it is possible to see that, based on the perceptions of the TILS, in addition to the negative aspects faced by them during emergency remote teaching, this educational proposal also brought about a positive transformation in the performance of these professionals.

In the meantime, the use of more visual resources during classes stands out, which can contribute to the learning of deaf students and constitutes a translation/interpretation resource for the TILS. In addition, the TILS report on the possibility of teaching materials, classes, events, and other academic activities being recorded and stored so that the deaf student can access them at another time as study material. Another positive point is the travel of these professionals to the workplace, a time that can be used to study the materials to be taught in the classroom, as reported by TILS52.

Finally, the TILS were asked: What has been the feedback from deaf people about translation and interpretation given emergency remote teaching? According to the participants' reports, the perceptions regarding feedback have been negative, considering that they can obtain little or no feedback during interpretations and translations. Most of the questionnaire responses were pragmatic, reporting that it was negative, but without giving further details about their perception. To this end, we selected some reports from TILS that better describe why this feedback has been negative:

They feel *uncomfortable watching over the phone* (TILS3, 2020, our emphasis).

Sometimes positive, but sometimes with the mix of "subjects" in a sequence of classes there are some difficulties in contextualization and the difficulty of the technological devices (TILS8, 2020).

In many circumstances, teachers opt for written work and/or directed study (based on articles) to replace classes. In these cases, the TILS needs to adapt to make this type of class accessible to the deaf. What most often happens is that the student is unable to follow the content with the others, due to the lack of interaction and explanation from the teacher (TILS11, 2020).

Many complain about feeling that they have little time in contact with us, the family does not communicate in Libras, making our interpretation necessary and expected to have contact with their language and their peers. Many cannot follow the teaching; they simply want to be close and communicate and interact (TILS25, 2020).

Difficulty in visualizing the signs during execution, requiring recording for later reference (TILS33, 2020, our emphasis).

Professionals who work in TV were not welcomed by the deaf community because they were not prepared to act (TILS51, 2020).

As mentioned above, the negative feedback from the transposition of face-to-face teaching to remote teaching may be linked to the following elements: the technological instruments used in the transmission of classes, as well as the platform used; absence or little interaction between the deaf student and students/teachers/TILS; difficulty in understanding the signage used in classes recorded by external TILS who are unfamiliar with the work location and deaf students.

DISCUSSIONS

Considering that the objective of this scope involves analyzing the perceptions of the TILS regarding the performance of emergency remote teaching in Brazil, we must consider three fundamental aspects that reflect on the performance of these professionals: (1) the (re)cognition of the profession and the training of the TILS; (2) the transformations of the activities performed by the TILS during the pandemic; and (3) the locus of work in emergency remote teaching.

About the (re)cognition of the profession and the training of TILS

This expression “(re)cognition” refers to an indispensable process that involves two basic concepts: knowledge, understanding the role of this professional in the pedagogical relationship within the educational context; and recognition, the legitimization of the roles performed by this professional considering the ethical and legal precepts of the profession.

As already discussed, it is important to emphasize that the role of the TILS is to mediate the discursive processes between teacher and student, aiming at student learning (LACERDA, 2009). Thus, it is assumed that the performance of the TILS is linked to the intermodal transposition of classes in a process of linguistic mediation.

However, the data show that the TILS end up taking on other roles that are not equivalent to the position they are applying for. According to the TILS, the professional is confused about their real functions, and the role of the teacher is vertically imposed. Despite the recognition of the profession through Law 12,319/2010, which regulates the practice of the profession of Translator and Interpreter of Brazilian Sign Language, the TILS still face a major obstacle to becoming known, in terms of knowledge of their roles, and being recognized as professionals in the educational field, about the ethical and legal precepts of the profession. This is corroborated by the statements of TILS 17, 44, and 51 who explain that “sometimes they play the role of teacher, teaching and explaining the subject”, carrying out the conceptual and pedagogical adaptation of the activities and editing videos with the insertion of the interpreter window. “In this sense, many interpreters risk actively acting beyond what is prescribed about their “role”, in many legal guidelines, as mentioned, which instrumentalize their action and “neutralize” the subjectivity present there” (MARTINS, 2016, p. 157).

This lack of knowledge about the profession has been historically experienced by TILS interpreters, even before the pandemic. According to Ampessan, Guimarães, and Luchi (2013), historically the professional performance of Libras interpreters has come from a more welfare-based view of deaf people, who are mostly seen as people with disabilities and not as people with linguistic differences. This is justified because the work of TILS interpreters in Brazil began “from voluntary activities that were gradually valued as a work activity” (QUADROS, 2004, p. 13), which directly reflects on the (re)cognition of this professional in schools.

Regarding this aspect, Martins (2016, p. 155) argues that the work of this professional implies three historical issues:

- 1) the profession begins without basic training, going from practice to doing for and for the survival of others in a space without communicative accessibility, which leads to different ways of understanding what should or should not be done; 2) the remnants of a religious trajectory that still influences the way many TILSE⁴ act in schools, beyond the ecclesiastical

⁴ The aforementioned author uses the term “TILSE” referring to Educational Sign Language Translators and Interpreters (*Tradutores e Intérpretes de Libras Educacionais*)

context; 3) the school does not have any guidelines on the work of TILSEs and is unaware of issues regarding the education of the deaf.

As mentioned above by the author, the (re)cognition of the TILS may be aggravated depending on the training of this professional, since he/she acts as a pedagogical agent in the educational process (MARTINS, 2016) and as a representative of the category in the institution. The positioning of this professional can lead managers, teachers, students, and parents to understand who this professional is, his/her attributes, and his/her educational performance.

When looking at the training of the TILS in this research, it was found that 67.2% of the TILS who work in basic education, only 46.2% have higher education, of which 4 are undergraduates, 13 are specialists and 1 has a doctorate. The remaining TILS (39) corresponding to 53.8% have only high school education. Following the legal provisions that deal with the training of TILS, Decree 5626 (Brazil, 2005) in article 17 states that to work as a translator and interpreter of Libras, their training must be given, primarily, through a “higher education course in translation and interpretation with a qualification in Libras - Portuguese language”. However, because it is a relatively new profession, not yet legally recognized in 2005, the decree still determines that

Art. 18. In the next ten years, from the publication of this Decree, the training of translators and interpreters of Libras - Portuguese Language, at the secondary level, must be carried out through:
I - professional education courses;
II - university extension courses; and
III - continuing education courses provided by higher education institutions and institutions accredited by education departments (BRASIL, 2005, n.p).

The text of the decree shows that to adapt the training required for the profession, the work of TILS with high school education was permitted, with the prerogative that they present proficiency certificates issued by the MEC – Ministry of Education or extension or continuing education courses. The decree explicitly states the period for this adaptation, which was ten years, that is, it would end in 2015. However, with the enactment of Law 13.146/15, this guideline was understood differently, as it emphasizes that

I - Libras translators and interpreters working in basic education must, at the very least, have completed high school and a certificate of proficiency in Libras;
II - Libras translators and interpreters, when assigned to the task of interpreting in undergraduate and graduate classrooms, must have a higher education degree, with a qualification, primarily, in Translation and Interpretation in Libras (Brazil, 2015, n.p).

As mentioned above, TILS working in basic education must have at least a high school diploma plus a proficiency certificate. However, it is important to problematize this device, because, according to Ampessam, Guimarães, and Luchi (2013, p. 19-20), the performance of the educational TILS is linked to the pedagogical issues that permeate “establishing communication necessary for the effective participation of the student; exchanging information with the teacher, regarding the doubts and needs of the student [...]; studying the content to be worked on by the teacher [...]; participating in the elaboration and evaluation of the Pedagogical Political Project [...]”. Therefore, specific training is necessary to act in response to these needs that are not acquired in a high school level certification.

Based on the data from this study, we observed that, almost 20 years after the enactment of Decree 5626/05, more than half of the participating professionals have only a high school education (53.8%). Another intriguing fact is the work of 3 TILS in higher education with a high school degree, a degree that does not follow Decree 5626/06 and Law 13.146/15, as per the aforementioned text. Thus, the need to promote the training of TILS is justified, as they are essential in the pedagogical relationship that exists in inclusive education since they act directly and/or indirectly in the teaching-learning process of deaf students.

The hypotheses for the possible causes for working under these conditions may be related to the increased demand for work and the few professionals trained in the area. In addition, part of the responsibility for hiring TILS without the appropriate certification that meets the current legal provisions lies with educational institutions. According to the study carried out by Lacerda and Gurgel (2011), most

educational institutions are flexible regarding the requirement for training in the area, only worrying about knowledge of Libras as a fundamental requirement. However, TILS have specific skills for the translation and interpretation process. Linguistic skills, which involve fluency in the language, are just one of the six fundamental skills for the proficient performance of a TILS (SANSÃO; CRUZ-SANTOS, 2021).

Based on the aforementioned discussions, the need for (re)recognition of TILS in the educational field is highlighted, based on the premise of knowledge of the performance of this professional, the importance of training given the pedagogical relationship, and the ethical and legal recognition that governs the profession.

On the transformations of the activities carried out by TILS during the pandemic and their (non)working conditions

Another element that we bring up for discussion concerns the transformations in the activities performed by the TILS during emergency remote teaching and their (non) working conditions. The data from this research allow us to raise some questions, such as: What other activities were developed by the TILS during the pandemic, in addition to the duties required by the position held? Regarding remote classes, why did 50% of deaf students not attend remote classes partially or fully synchronously? These questions allow us to reflect on the hypotheses that may be linked to these data.

Considering the reality in Brazil, the possible reasons for the non-participation of deaf students in remote synchronous classes may be linked to the use and possession of technological instruments by students in their homes. According to Oliveira (2020), 39% of students in urban public schools do not have a computer or tablet at home, and more than 21% of students access them only via cell phone. Given this, despite the potential of digital technologies that are present in emergency remote teaching and appear as an emergency solution in the global scenario, many of these students do not have access to these technological instruments. This fact is corroborated by the statements of the TILS in the questionnaire.

Furthermore, the transition from in-person teaching to emergency remote teaching has brought a different reality to the work of the TILS. As reported by the TILS, working in front of a computer screen for more than 12 hours per week (average 4.56 – Table 4) is ergonomically and mentally exhausting. Regarding this aspect, Bauk (2008, p. 115) states that “in addition to fatigue and muscle pain, repeated and prolonged static efforts can lead to inflammation, sheaths, and tendon insertions, as well as cause symptoms of chronic joint degeneration and disc problems”. Associated with this statement, the INSS/DC Normative Instruction 98/2003 explains that:

Overload can occur either through excessive use of certain muscle groups in repetitive movements with or without the need for localized effort, or through the permanence of body segments in certain positions for a prolonged period, particularly when these positions require effort or resistance of the musculoskeletal structures against gravity. The need for concentration and attention of the worker to perform his/her activities and the tension imposed by the organization of the work are factors that interfere significantly with the occurrence of RSI/WMSDs (BRASIL, 2003, n.p).

The same Normative Instruction adds that the musculoskeletal load, that is, the mechanical load resulting from pressure, tension, friction, and irritation, can be influenced by the force, repetitiveness, duration of the load, the type of grip, the wrist posture, and the work method. Reflecting on this point, we can see from the reports of the TILS that the working conditions were unhealthy, presenting:

- Inadequate lighting for producing and viewing signs;
- Interpretation without rotation;
- Lack of rest breaks;
- Working while sick;
- Very long working hours;
- No adequate technological work tools;
- Lack of institutional support for the recognition of TILS.

These incidents can directly influence the performance of the TILS, which consequently impacts the interpretative quality and linguistic accessibility. As shown in Figure 11, 74.1% of the TILS respondents to the questionnaire considered, based on their perceptions, the level of linguistic accessibility to be reasonable to poor. Thus, one can perceive the impact of the (non) working conditions resulting from the transformations in the performance of emergency remote teaching.

Workplace in emergency remote teaching

When analyzing the performance of TILS, a critical look at the workplace is necessary, as this can interfere with the translation and interpretation process. According to Azevedo (2018, p. 23), “the workspace has a direct effect on the behavior of the people who work there and, as a result, working conditions must be offered that consider the characteristics inherent to each activity developed”.

When reflecting on the workplace of these professionals during emergency remote teaching, a drastic transformation in the work environment is noted. From classrooms with whiteboards, desks, and paintbrushes, the new work reality of TILS has become a remote environment using a digital platform.

Regarding this aspect, according to feedback from the use of these platforms, the TILS reports that the platforms can limit their performance. This is because some of the features present in the platform were not designed with the transmission of accessible content in Libras in mind, in which two languages are present simultaneously. According to the reports of TILS18 and TILS30, the difficulties include viewing the signs during the transmission of classes. This is because the screen is too small, which makes it impossible for students to have a clear view of the signs. In addition, in the screen sharing function, it is difficult to see the interpreter, since often only one of them is highlighted, which is usually the teacher and not the interpreter.

Furthermore, the device the person is using must be considered, since if the interpreter is using a cell phone screen, the interpreter's window becomes even smaller, making it even more difficult to view the translation/interpretation. For example, if the professional is using a mobile device, such as a cell phone, he or she may not be able to see all the students in the room and, consequently, may not perform as well as if he or she were using a computer.

It is clear from the perceptions of the TILS that the transmission platforms made it difficult for these professionals to work during emergency remote teaching. According to the data from this study, it was found that 41 TILS (70.7%) used Google Meet, 25 (43.1%) used Zoom, 35 (60.3%) used WhatsApp, 5 (8.6%) used Facebook, 20 (34.5%) used YouTube, 2 (3.4%) used Jitsi, 1 (1.7%) used Blackboard and 19 (32.8%) used other platforms in addition to those mentioned above.

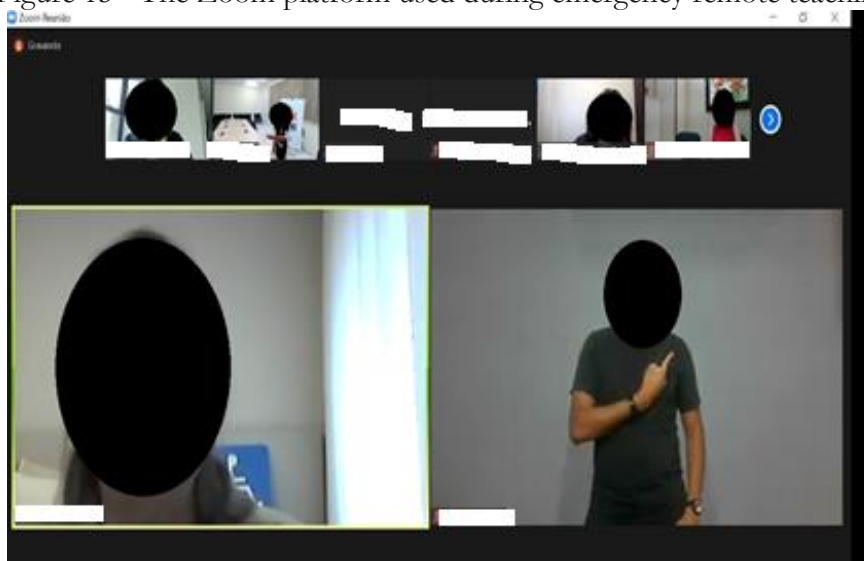
When comparing the two most used platforms during emergency remote teaching, it was noted that: (1) Google Meet has flaws in linguistic accessibility (figure 13), while (2) Zoom has several features that can be used for this purpose (figure 14).

Figure 14 - The Google Meet platform used during an emergency remote class



Source: Research data (2020)

Figure 15 - The Zoom platform used during emergency remote teaching



Source: Research data (2020)

As shown in the figures above, Google Meet limits the TILS's performance, as the platform can fix/highlight only one speaker. Thus, during the interpretation process, contextual clues may be lost during the teacher's speech and presentation of the material during the signaling, due to not being able to see the whole thing. Paying attention to this factor is important, as any mistake in the perception and, consequently, interpretation of the clues can lead to barriers in a conversation (GUMPERZ, 1982). This is minimized with Zoom's features that allow more than one person to be highlighted on the screen. In addition, it is possible to view the windows of the participants in the classes, making it easy to obtain feedback from the deaf during the interpretation.

FINAL CONSIDERATIONS

From this study, we observed that there were drastic changes in the performance of the TILS during the pandemic. It is worth noting that these changes were not only due to the change from physical to virtual space. From the perceptions of the participants in this research, we realized that these changes went beyond the structural aspects and included linguistic issues, socio-economic elements, and even mental health.

The testimonies from different regions of Brazil help us to visualize our object of study and to point out the effects of this transformation caused by this transition from face-to-face teaching to emergency remote teaching, showing that some of the obstacles listed in this research (such as excessive workload; precariousness in the work environment; structural and technical problems; lack of understanding of the role of TILS, among others) stem from a problem that already existed in the educational model and that - at this moment - has been added by new physical factors. For example, regarding the (re)recognition of TILS in education, it can be said that it is a recurring problem and has been present in the work of these professionals since face-to-face teaching. Self-assertion in the workplace almost becomes an element of resilience in this profession.

It is therefore necessary and urgent to propose and implement public policies that take into account the reality of the work of these professionals. To this end, we can start by creating legislation that takes this aspect into account and by promoting training courses for teachers working in inclusive education.

Our notes focus on the contribution that academic research such as this can bring to the field of Deaf Education, highlighting important gaps that need to be taken into account, as it reveals educational problems based on the local reality and allows reflections and projects that are interested in the training needs of TILS and, more specifically, in the training of future educational interpreters. Thus,

for a future research proposal, we intend to analyze the perceptions of TILS from a more personal perspective in order to obtain a more detailed view of the contexts of these professionals' experiences during emergency remote teaching and the impact on their professional performance.

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The authors declare that there is no conflict of interest with this article.

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