

Quality of life of libras interpreters in the context of the pandemic and compulsory remote work

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ABSTRACT

The impact of the Covid-19 pandemic has changed the way we live and work. In 2020, many workers were suddenly and unexpectedly forced to work remotely. As a result, countless people have faced the challenges of reconciling work with childcare, personal relationships, household chores and family demands in general. Against this backdrop, my interest in the research topic arose from my experiences as a Brazilian Sign Language (Libras)/Portuguese interpreter. I started working as a Libras interpreter in 2004, but the pandemic has created a very different context from what we, as sign language interpreters, were used to.

Keywords: Quality of life, Libras interpreters, Pandemic, Remote work.

INTRODUCTION

The impact of the COVID-19 pandemic has changed the way we live and work. In 2020, many workers were unexpectedly and suddenly forced to carry out their work activities remotely. As a result, countless people have faced the challenges of reconciling work with childcare, personal relationships, household chores, and family demands in general. In this scenario, I became interested in the research topic associated with my experiences as an interpreter of Brazilian Sign Language (Libras)/Portuguese. My work as a sign language interpreter began in 2004, but the pandemic created a very different context from what we, sign language interpreters, were used to.

During the pandemic, my first experience in this field was coordinating a listening team of Libras interpreters at the Federal Institute of Education, Science and Technology of Rio Grande do Sul (IFRS), *Alvorada* campus. The team was composed of interpreters who had different links with IFRS, such as full-time, temporary and outsourced. These professionals started the translation work remotely due to the requirement of social distancing and actively participated in the interpretation of many *lives*, meetings, classes and events that were being organized under IFRS.

Until then, most Libras/Portuguese interpreters were used to working in person in the classroom, a space in which there is direct contact with the sender and receiver of information without the need for

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technical mediation through equipment. However, in remote interpreting, the interpreter does not have visual contact with the interlocutors of the communicative act (FURTADO, 2013) and, in the case of interpretation in Libras, depending on the direction of the sign, visual contact with the interpreter is essential interlocutor, since the target language occurs in the gestural-visual modality (RODRIGUES, 2018).

According to IBGE (2020), in September 2020, 8.7 million workers were working remotely. The highest percentages of remote workers were in the public sector: military and statutory servants (27.7%), public sector employees with a formal contract (21.8%) and public sector employees without a formal contract (19.9%). In the private sector, 9.6% of workers with a formal contract worked remotely, while 7.3% of those without a formal contract worked remotely.

It was possible to observe that during professional performances in the remote format, in the period from 2020 to 2021, Libras/Portuguese interpreters had to adapt quickly to the new requirements of this new work format. In IFRS, some training courses were designed with a view to qualifying the work developed. With the passage of time, and due to the emerging need, many Libras/Portuguese interpreters have chosen to buy or handmade their own technical equipment, such as: cameras, notebooks, *chroma keys* (green fabric that is used in video recordings), PVC pipe support for *chroma key*, *softbox* (photographic lighting device).

In view of my experiences and perceptions about the work that has been developed by interpreters at IFRS and other institutions, I became interested in investigating the aspects involved in the quality of life of this worker/interpreter in the context of the abrupt and unplanned transition to compulsory remote work. To this end, this investigation is based on the following research question/problem: how did compulsory remote work in the context of the pandemic impact the quality of life of IFRS Libras interpreters in the period 2020-2021? I propose a reflection on the quality of life of Libras interpreters during this period and the challenges encountered by professionals.

The relevance of this research lies in trying to identify the main challenges in the performance of this professional during the covid-19 pandemic, a time when there is still a shortage of research and information about Libras interpreters in this format. In addition, it is expected to contribute to the promotion of the quality of life of the Libras/Portuguese interpreter in the remote work in IFRS, and also to share information about the best and most appropriate ways of interpreting the interpreters, considering their attitudinal and behavioral aspects, and the perspectives of this compulsory learning for the opening of the market of this professional in the information and knowledge society, that breaks the limits of time and space, shortening or extinguishing distances.



OBJECTIVE

To analyze the levels of quality of life in compulsory telework carried out during the pandemic based on the perceptions of Libras/Portuguese interpreters.

METHODOLOGY

This is a descriptive, exploratory study of mixed nature with the collection of quantitative and qualitative data.

POPULATION AND SAMPLE

The population of this research is composed of Libras/Portuguese Interpreter Translators (TILP) who worked in the remote context in the period of 2020 and 2021 at the Federal Institute of Rio Grande do Sul (IFRS). TILPs that meet the following criteria will be considered: work 20 hours or more as a TILSP and have remained in the institution for at least 6 months after the start of remote work. On the other hand, those who are away for health reasons at the time of collection will be excluded.

It is estimated that the number of participants will be 37 TILSP. Everyone will be invited to participate in the first quantitative stage of the research. To participate in the qualitative stage, 10 TILPs with higher scores and 10 with lower quality of life scores will be invited, according to the Work Quality Scale. This sample will be done for convenience. The collection of qualitative data will be based on diversity and saturation, that is, when the answers begin to be repeated and there is no more new and relevant information to be obtained.

INSTRUMENTS

Data collection will begin with the completion of the following instruments, respectively:

- A) ***Sociodemographic data sheet*** (Appendix A) to characterize the participants in terms of education level, marital status, family configuration, religion, ethnicity, profession, age, income, and time working at the institution.
- B) ***Work Quality Scale*** (Appendix B) The scale has 27 items that make it possible to know the aspects that are most relevant about telework, with items that facilitate or hinder work performed remotely, thus revealing which factors affected the quality of life in compulsory remote work. Among the 27 items of the scale, 41 questions will be asked that the interviewee can answer on a scale from 0 to 10, where 0 means totally disagree and 10 means total agreement and fully. After the 41st question, the interviewee must answer, in a discursive way, two questions about what causes him discomfort and what causes him well-being within the company and teleworking. For the analysis of the questionnaire, the answers that are between



0 and 3.9 present a risk of illness, being in a zone of dominant malaise; between 4 and 5.9 represents a transition zone and can be considered a state of alertness, and between 6 and 10, well-being is dominant, with a positive result for health promotion.

C) *Semi-structured interview with the participants* (Appendix C), which will address employees' impressions of telework and how remote work has influenced their personal life, performance and productivity, also seeking to identify whether each participant was able to reconcile, in an intelligent way and with the help of the company, remote work and personal life. The instrument is composed of 7 questions about productivity, adaptations due to teleworking, advantages and disadvantages of remote work and employee perceptions regarding their quality of life in 2020 and 2021.

DEVELOPMENT

Initially, this research was submitted to the Human Research Ethics Committee of the Lutheran University of Brazil. After its approval, the Deaf Studies Commission was asked for the name of the employee active between 2010 and 2021 and the contact. After receiving the data, an e-mail was sent to all interpreters with an invitation to participate in this research, containing an explanation of the study, its objective, and information related to ethical principles.

The TILSP who agreed to participate received the Informed Consent Form (*ICF*) (*Appendix C*) through *Google Forms* and, after confirming the acceptance, were sent to fill out the sociodemographic data form and the work quality scale. After the qualitative stage, 20 participants will be selected from those who answered the questionnaire to participate in the interview, via *Google Meet*, with an estimated duration of 50 minutes. The data collection period was during the months of September and November 2023.

The interviews were recorded, transcribed and analyzed. For qualitative analysis, based on the interviews, content analysis (BARDIN, 2011) was used to investigate the challenges faced by these professionals and to what extent these changes impacted their quality of life during the pandemic period. The data were submitted and organized into thematic categories derived from the literature and the participants' speech. The results will be analyzed in three stages: pre-analysis, where the collected material was organized based on specific objectives; In the second stage, the material was systematically explored according to the categories presented. In the third and final stage, the data collected were submitted to specific interpretation and analysis of the speeches.



RESULTS

Seeking to answer the main question, specific objectives were formulated to be answered in the interviews: to verify the influence of compulsory remote work on the quality of life of Libras interpreters in IFRS; Identify the necessary adaptations to work in this new modality of work, identifying the interpreters' perception of the transition to remote work; To demonstrate the advances and setbacks in the quality of life of Libras interpreters who work remotely and to verify the advantages and disadvantages in the performance of Libras interpreters in compulsory remote work.

To this end, an interview with 7 questions was conducted with the 18 Libras interpreters who worked remotely at the IFRS *campuses*, identified below as E1, E2, E3, E4, E5, E6, E7, E8, E9, E10, E11, E12, E13, E14, E15, E16, E17, E18. Based on the analysis of each interviewee's discourse, the categories were separated according to the participants' questions and answers.

MAIN ADAPTATIONS FOR WORKING IN THIS NEW WORK MODALITY

The first question of the interview sought to identify the relationship between productivity in the comparison between compulsory remote and face-to-face work.

According to Silva, Gonçalves and Silvia (2020), the first changes to this type of work were, without a doubt, their work environment, in this case, their own residence, a place that was previously used for leisure and rest, became their work environment, pointing out that many of these residential spaces did not have an adequate structure for this format of action, Such as, for example, a neutral background, good lighting, among other extremely necessary resources for viewing at the time of transmission, some resources that were not part of the performance of the interpreter who worked in the face-to-face modality become essential in the remote modality, such as: notebook, lighting and internet speed, storage capacity, among others. By making these professionals make financial investments and acquire specific knowledge for their work, remembering that this whole process was not part of the TILS' work routine.

"The demand was much greater than the capacity of what we could deliver. At that time, it differed a lot because it depended on technology.tag. You don't just worry about translating and interpreting, you worry about a number of factors that can lower the quality of your delivery." (E5)

Furtado (2013) points out the importance of organization for the performance of the interpreter in the remote modality. The author points out that this type of interpretation is only possible due to technological advances, which allow the transmission of interpretation to occur in real time, even in different spaces. In addition, in order to have quality work, it is important that remote interpreting takes place with preparation, in a reserved environment, with adequate equipment, internet access.



As a result, of the 18 interviewees, 16 reported that technological and adequate infrastructure issues and the lack of training to work using technological equipment were also pointed out as problems, corroborating the studies by Filardi et al. (2020). The technological adaptation to work in this type of work was complex, they feel that the productivity for this work model as well as the motivation were greater (Filardi et al., 2020; Pereira & Caetano, 2009).

“.. productivity, I think we had greater control over what was being produced remotely, for example, we had the work that was more quantified, there was a whole structure, a planning organization for this, different from face-to-face.” (E10)

However, the demands of translating videos, courses, meetings with students and professors, and synchronous and asynchronous classes were sometimes exhausting and of poor quality. In addition, 3 interviewees brought problems related to the time spent with remote work precisely because it also involves the time of learning with the new technological resources of this period, which has sucked the energies of these professionals. The testimonies in the questions report this exhaustion:

"Productivity at work was high, I worked more than face-to-face. The quality of face-to-face is better. I don't say that I worked less, I worked a lot at that time, remote, video recording, meetings with students and teachers outside of class hours, in short, it was very productive but not with quality". (E3)

"Terrible work and compared to face-to-face work is very different from being at home and reconciling your activities from home with your work is very tumultuous." (E11)

Goulart (2019) states that remote work has its disadvantages because it is linked to psychological illnesses caused by work overload, lack of technological support, and conflict between professional and personal life. The precariousness of remote work, together with the increase in working hours, further aggravates the health problems resulting from the intensification of the exploitation of working time at the employer's disposal and, with it, psychophysical exhaustion. The personal difficulties of organizing one's own time and establishing a new work routine reverberates negatively in remote work (Costa, 2007).

"I had to adapt to the system with technologies such as: meet, platforms. In the beginning it was an idle moment, because we no longer knew what was work and what was rest." (E1)

"Until I picked up how the technology worked to be able to produce the videos, to be able to produce or even be in sync with the student and the student also found out how the tools worked, that ended up having an impact." (E5)

"at the beginning of the pandemic, we were a little lost because something new really came, we didn't know the deadline either, when it was going to be, what was going to be our future, we went through a period of anxiety, knowing or not knowing if we were going to continue working or what we would do during this period" (E15)



Remote work has therefore proven to be a great challenge for TILS, either due to the lack of adequate structure, the strong demand for information technologies, added to the difficulties of access to many of these technologies. The second question of the interview sought to identify which adaptations (technological and materials of use) were necessary to work in the remote modality. The 16 interviewees reported that problems such as: lack of equipment, problems with internet connection, purchase of materials for use, having an adequate space to work in the remote modality became an aggravation in this period.

"I had to increase the internet at home, myself, buy chroma key, tripod, various things to be able to work and make the videos at home, the recordings and the things at home as well, all from our pocket. (E3)

"... I changed my computer, my cell phone, I acquired the chroma key, the structure to attach the background lighting, I had to learn how to work with a video editing program, I had to learn how to do the recording work myself." (E10)

"Setting up a corner in the house, which is also something we weren't prepared for. remodeled everything, actually." (E9)

"I didn't have a structure at home, for example, this bottom fabric that we have, I went through a lot of work to get, even because everything was closed at that time." (E16)

However, we concluded that remote work was a great challenge for the Tils, either due to the lack of previous training, lack of structure, lack of specific equipment for this type of work as well as access to these technologies, however, in relation to productivity, everyone reported that they felt more productive because the activities performed were more quantified.

Influence of compulsory remote work on the quality of life of sign language interpreters

According to Andrade (2020), the quality of life in telework involves the configuration of remote work, aiming at both personal and institutional well-being, always supported by individual respect, as well as providing the growth of skills and life goals, linked to institutional productivity. In this sense, the author defines QWL as "work performed outside the physical premises of the organization, with the use of communication and information technologies, producing with quality, with the prevalence of positive emotions and moods, providing satisfaction, personal and professional fulfillment" (ANDRADE, 2020, p. 55).

In the case of the quality of life of TILS professionals, it is noted how much these professionals need, during their work, to have a healthy space and body awareness so that they can obtain greater and better performance of their function, that is, to hear an oral auditory language and translate it into another in the gestural-visual modality.



"Regarding the quality of life for me, remote is better in terms of work, as much as I work more, I work those hours making myself useful and in that period, unlike the face-to-face one in which I was often there filling the schedule without activities and as I am very active it was very bad to be idle for so long. So today I work 4 hours and the 4 hours I'm producing remotely." (E18)

According to Lacerda and Gurgel (2011), TILS suffer psychological pressures due to the extensive workload and the work of simultaneous translation from one language to another, they are also exposed to various inclement weather, such as, for example, an inadequate environment for work, lack of technological support, lack of equipment (computer, background, lights, camera, ergonomic chair), in addition to the wear and tear caused by repetitive movements, which directly affect the quality of life of these professionals.

Corroborating the concepts mentioned by the authors about quality of life, the third and fourth questions referred to what it was like to reconcile compulsory remote work and personal life, and what were the impacts of compulsory remote work on quality of life. It is important to note that all 18 interviewees report that the rooms usually intended for moments of comfort and rest become places of/work, in such a way that they could not disconnect from work demands and, consequently, do not enjoy rest time. With limited home infrastructure, family life can be affirmed as a factor of resistance to the interest in performing activities in the telework model (Costa, 2005).

"It was really hard. Because I didn't have a personal life, in fact, the work went into the house and then everything became work. The lunch at work became work, the lunch that belonged to the family became work, everything became work." (E5)

The interviewees report that it was complex to separate work from their personal life since work was "inside their home", sometimes they could not take breaks due to the high demand for classes, activities that had a deadline for completion and mention how complicated it was to act sharing the same space as other family members, explaining that they felt "mentally drained" as the house became the space for work and leisure at the same time.

"I confess that in the beginning it wasn't easy at all because I didn't have a room, my house has 3 bedrooms but I have 2 children, so at that time I couldn't make my office in one of the rooms and I ended up staying in the living room." (E6)

In the specific case of professionals who had children, the flexibilization of work allowed motherhood to be reconciled with organizational demands, favoring women to remain in the market while being able to monitor the development of their children, instead of interrupting their careers (NOBACK; BROERSMA; DIJK, 2016).



"Even though it was troubled, the adaptation process, of being at home and working in the same space at the same time, was good, because I could wake up and see my son calmly, have a coffee with him, quietly." (E1)

According to Rocha and Amador (2018), most interviewees cite flexibility, stress, time, and costs as a positive impact on their quality of life, as it offers employees the opportunity to adapt their daily routine, adapting it to their personal needs, due to having a more flexible work schedule. This aspect can result in a better work-life balance. There is also a reduction in stress levels, as working from *home* eliminates the need to commute daily to the *locus* of work, which reduces the stress associated with traffic and public transportation, which is precarious.

"It was a great adaptation because we have the positive side of being at home, of not having to move, which for me always weighed a lot because I always worked far away needing to take 2 or 3 buses and it ended up that the most tiring thing was the commute than the work itself." (E4)

Additionally, avoiding long hours of commuting can save valuable time and reduce fatigue. In this way, the interviewees explain that the fact that they did not have to travel with transportation to work, which they used, being two to three buses a day, together with the fact that they could work remotely, provided a better use of time. The fact of not having to leave the house on rainy and cold days was a "gain" for the interviewees.

"The advantage is to do it from home, not having to take the bus, traffic or wake up earlier and get home early. The advantage is that you don't have to worry about arriving at 10 a.m. because you were already at home, on a rainy day you don't have to leave the house." (E3)

However, Oliveira (2020) points to compulsory telework as a flexible modality when carried out outside the workplace with the use of information technologies, which have been revolutionizing the labor market. However, this type of work was accompanied by a decrease in productivity levels, together with the emergence of the social isolation imposed by the pandemic, combined with a marked reduction in physical activities and the absence of adequate spaces and ergonomic furniture, which negatively impacted the physical and mental health of these professionals (PANTOJA; ANDRADE; OLIVEIRA, 2020).

"I had a lot of difficulties working remotely, I got sick because I locked my spine even stopping at the hospital because of the amount of work. The impacts were that I didn't have a life, I woke up in the morning and turned on the computer to handle everything, because every day the demands only increased." (E2)

In addition, according to Rabelo (2000), with telework there is a risk of work overload, since in some situations, telework can lead to an expectation of constant availability, resulting in a greater workload. The lack of clear boundaries and the difficulty of disconnecting can lead to work overload and



employee burnout. It is important to consider these challenges and find strategies to deal with them. Work-life balance, effective communication, establishing routines, and creating a suitable workspace are some of the measures that can help mitigate these harms.

"I think it affected me, in the sense that I didn't have peace of mind. I didn't have any psychological peace at all. Apart from the issue of not being able to stop to sit down and watch a show without feeling guilty about sitting down instead of working." (E7)

Therefore, it becomes evident that compulsory remote work harmed the quality of life of the interviewees due to the work overload along with the fact that they felt constantly available, another issue reported by the interviewees as "gain" was the fact that remote work provided a better use of time since not having to leave the house on rainy and cold days was cited as a great advantage. In the case of the interviewees who have children, it was reported that being able to work remotely, spending more time with their children, became beneficial, as they could work and monitor the growth of their children.

ADVANTAGES AND DISADVANTAGES OF COMPULSORY TELECOMMUTING

According to Barros (2007), Cruz (2004) and Knight & Westbrook (1999), the advantages of remote work from the workers' perspective are the flexibility of working hours, flexibility of the workplace and housing, reduced commuting and thus the reduction of costs and transport times, having greater control over the work along with the possibility of combining part-time work, providing the reconciliation of home and work responsibilities and through this greater opportunities for dedication to social and personal life.

"Although it was more stressful, one advantage that I understood was that I could never always be with my daughters and remote work, for better or worse, with all the things it generated, for better or for worse, I was there, you know? (E5)

This information was demonstrated when respondents were asked on the fifth and sixth questions about the "advantages and disadvantages" of compulsory remote work and whether it led to an increase in the demand for sign language interpreters. The interviewees explain that one of the advantages was having expanded their job market, being able to meet the other interpreters from the various campuses and having a closer relationship was important in that scenario, because usually in the face-to-face the interpreter ends up not having contact with the other professionals from the other campuses. The issue of not having to commute was mentioned again as an advantage, as well as the fact of having more quality time with the children and how much this time provided this closeness. Having a more flexible working schedule was mentioned as one of the "advantages" of compulsory remote work, with regard to the performance of interpreters in various courses and events, it was also referred to as an "advantage".



"The advantage was that I was able to expand the job market, specifically in IFRS, the advantage was to have met the interpreters from the other campuses and this relationship of approximation was very positive, because in the face-to-face we ended up only having contact with colleagues from the campus." (E1)

When asked about the disadvantages, it was unanimous the answers that technology (internet outage, lack of light) were detrimental factors in compulsory remote action, another issue mentioned as a disadvantage was not being able to have direct contact with the receiver of the information, in this case the deaf student or teacher during the interpretative act, because according to Furtado (2013) in remote interpretation, the interpreter does not have visual contact with the interlocutors of the communicative act and, in the case of interpretation in Libras, depending on the direction of the sign, visual contact with the interlocutor is essential, since the target language occurs in the gestural-visual modality (RODRIGUES, 2018).

"The downside was adapting, understanding the technological world, and working remotely." (E4)

"As much as we are at home, it's all an adaptation, for example, when I took my sign language course, there was nothing remote, we don't learn this in the courses, at least before, so we have to learn how to use many technologies, which was a challenge, but it was also very good, because today I use it for other things." (E9)

According to Fioratti (2020), digital resources have gained great visibility in the educational environment, especially in the context of the pandemic, videoconferencing was too much the great novelty of this period and this is attributed to "zoom fatigue", the term arises from one of the videoconferencing applications, although the phenomenon operates in any application. The fatigue assigned to it is related to the increase in attentional focus, and ends up forcing us to remain with our gaze fixed on the camera or our ears totally dedicated to headphones with the audio of videoconferencing (FIORATTI, 2020; FOSSLIN; DUFFY, 2020; WIEDERHOLD, 2020).

"In the remote, indoors, we needed to organize a camera, have good internet, stay in front of the computer all day because the work is highly concentrated. And at home it was much worse, productivity dropped a lot in the sense that we had to make a much greater effort to deliver the same thing, or to work our 8 or 6 hours, but the effort we made was much greater, because you had to organize a series of paraphernalia." (E5)

Confirming that this "excess of hours" of compulsory remote work was brought as a "disadvantage", in relation to the questioning about the increase in demand for Libras interpreter during the period of compulsory remote work, the interviewees state that the demand increased due to the fact that the interpreter was more "visible" because in this period the institution's interpreters worked in Lives, and several events that were being broadcast live and through this the deaf community began to have a



greater participation in these events, providing greater visibility of these professionals in the institution as well as more requests from these professionals in virtual events.

"Everything became accessible, it gave much greater visibility, because any type of live program, the deaf community was interested, and there was no interpreter, the deaf community began to demand and in this there was also the need to adapt in this aspect, especially in the educational area, which was the area I was working in at the time." (E7)

Therefore, it is evident that remote work had the advantage from the perspective of the interviewees, the flexibility of working hours, flexibility of the workplace and housing, reduced commuting and, with that, the reduction of costs and transportation times, as well as being able to have more time with the children, was cited as an advantage. All the interviewees explain that the visibility given to the Libras interpreter in this period was greater, as well as the increase in requests for these professionals in virtual events.

ADVANCES AND SETBACKS IN THE QUALITY OF LIFE OF LIBRAS INTERPRETERS

Andrade (2020) argues that quality of life in telework involves the configuration of remote work, aiming at both personal and institutional well-being, always supported by individual respect, as well as providing the growth of skills and life goals, linked to institutional productivity. In this sense, the author defines QWL as "work performed outside the physical premises of the organization, with the use of communication and information technologies, producing with quality, with the prevalence of positive emotions and moods, providing satisfaction, personal and professional fulfillment" (ANDRADE, 2020, p. 55).

"When I started, I was very scared because I didn't know anything about technology and for me it was a scare, but I had to adapt a lot of things, but once I adapted, it was super easy." (E18)

For Serra (1996), telework is linked to the use of computers and technologies in activities that change the traditional location of work, and has the employee as someone who uses computers and technologies in order to overcome the restrictions traditionally placed by space and working time. When the interviewees were asked about being prepared for remote work along with their positive and negative experiences, they explain that the great advantage was the knowledge acquired in this period to deal with technology, in addition to the process of the interpreter's performance in the compulsory remote modality.

"The big difference between our performance in the pandemic and now was the path we traveled, in this journey we learned many things. Today, those who don't know how to deal with remote work can only be a new colleague in the job market." (E1)

"I'm computer literate, I'm an advanced user and an expert, I know how to do video editing, I know how to work on all platforms and everything else, so for me this part is very easy, recording too, this at this point was for me it's very easy, the part of working on my computer." (E17)



Ferreira (2020) points out that the advantages of teleworking are many. On the part of the company, this modality allows a reduction in costs and increased productivity, in addition to providing the worker with a better quality of life.

The interviewees explain that having the flexibility to work in the period when they are most productive was certainly one of the best advantages, because in face-to-face work you do not have the option of producing outside the hours in which you are hired and in the remote format it becomes possible.

"Being able to work at the time when I feel most productive was certainly a great advantage" (E1)

"... But as a production I think it's advantageous to work remotely, because you don't have us calling you all the time, so you're working, you're focused on your work, you're producing, if you're in person, someone calls me there who has to go out and answer, then you can't do what you have to do, it diverts your attention to several other things". (E18)

It is concluded, therefore, that one of the disadvantages was not having the prior knowledge to work in the remote modality, as well as the use of technologies for camera recordings, and that often working without having contact with your acting partner (as in the face-to-face format) having to carry out the entire process of translating, recording and sharing the videos became a complex activity. However, they report that the great advantage was working when they felt most productive and not having interruptions during their work.

FINAL THOUGHTS

It was concluded that remote work was a great challenge for the Tils, either due to the lack of previous training, lack of structure, lack of specific equipment for this type of work as well as access to these technologies, however, in relation to productivity, everyone reported that they felt more productive because the activities performed were more quantified. It became evident that remote work had the advantage from the perspective of the interviewees the flexibility of working hours, flexibility of the workplace and housing, reduced commuting and thus the reduction of costs and transport times, as well as being able to have more time with the children, was cited as an advantage. All the interviewees explain that the visibility given to the Libras interpreter in this period was greater, as well as the increase in requests for these professionals in virtual events.

We concluded that one of the disadvantages was not having the prior knowledge to work in the remote modality, as well as the use of technologies for camera recordings, and that often working without having contact with your acting partner (as in the face-to-face format) having to carry out the entire process of translating, recording and sharing the videos became a complex activity. However, they report that the great advantage was working when they felt most productive and not having interruptions during their work.



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