



Chapter 66

Active Methodologies in Bilingual and Bicultural Education in the Course of Letters Libras of the Federal University of Ceará: perception of students

  <https://doi.org/10.56238/methofocusinterv1-066>

Antonio Daley Marques do Nascimento

Federal University of Ceará, Brasil

E-mail: daley.porang@gmail.com

Cauê Jucá Ferreira Marques

Federal University of Ceará, Brazil

E-mail: cacajucaf@gmail.com

Marilene Calderaro Munguba

Federal University of Ceará, Brazil

E-mail: marilenemunguba@delles.ufc.br

ABSTRACT

The present study adopted the objective of describing the perception of students of the bachelor's degree course in Libras Letters of the Federal University of Ceará regarding the use of active methodologies in the mediation of bilingual and bicultural education. This is a *Survey, a qualitative* descriptive study, conducted from September 10 to 30, 2020, with 24 students. The inclusion criterion adopted the condition of having

experienced the methodologies active in learning mediation in the period 2018.1 to 2019.2, in at least one of the five disciplines defined. The sampling of 24 respondents was intentional in the universe of 64 students who were distributed in 6 (25%) deaf and 18 (75%) listeners. A mixed digital questionnaire was applied through the Google Forms platform, containing 10 closed and 2 open questions, all in Portuguese and Libras, for each of the seven active methodologies techniques. The results point to the effectiveness of techniques in the teaching and learning process of bilingual classes, especially in the consolidation of student autonomy and the development of criticality. Research is suggested to evaluate, in the same way, the student's perception of the use of Active Methodologies as learning assessment strategies.

Keywords: Methodologies, Bilingual and Bicultural Education, Educator Training, Higher education.

1 INTRODUCTION

The debate on teaching and learning methodologies and strategies has been significantly occurring. Morán (2015, p.18) dress high that "Theorists like Dewey (1950), Freire (2009), Rogers (1973), and Novack (1999), among others, emphasize, for a long time, the importance of overcoming banking education, traditional and focusing on learning in the student, involving him, motivating him and dialoguing with him".

The challenge is immense for the educator and the student because both need to reflect on their attitudes within the teaching and learning process. The educator leaves the center of the process for the student to become the main protagonist of his suiting. Gonçalves (2020, p.16) states that the educator "[...] contributes to the learning process, to the extent that it acts as a mediator of the teaching and learning process, [...], proposing activities that have the purpose of involving the student, making him a participant in the process". Dantas (2018) reinforces the idea that paradigms of education have been broken regarding

the function restricted to the reproduction of knowledge, and turning to the importance of the educator in mediating the construction of knowledge.

Also said that the relevance of the teaching process proposed by Anastasiou in 1998, has improved since then. It is "a teaching situation from which learning necessarily takes place, and the partnership between teacher and students is the fundamental condition for coping with knowledge, necessary for student education during undergraduate school" (Anastasiou & Alves, 2015, p. 20). From this perspective, the adoption of diversified mediation strategies is decisive.

To this end, Morán (2015, p.18) specifies determining components for learning optimization, such as

[...] the creation of challenges, activities, games that bring the necessary skills to each stage, that request pertinent information, which offer stimulating rewards, which combine personal paths with significant participation in groups, that are part of adaptive platforms, that recognize each student and at the same time learn from interaction, all using the appropriate technologies.

By reflecting on these components, it is possible to identify the demand to promote the involvement and participation of the student, actively and proactively, which is anchored in the proposal of the use of active methodologies (MA) in the mediation of learning. Souza (2015) points out that the MAs, from the end of the 19th century, was already pointed out as a way to favor the protagonism of the student. Mattar (2017) emphasizes the relevance of this proposal in which the student becomes the center of the process and the educator performs the mediating function of proposing challenges and guiding activities so that the planning is fulfilled in the desired way.

Morán (2015, p.18) also emphasizes that "active-methodologies are starting points to advance to more advanced processes of reflection, cognitive integration, generalization, redevelopment of new practices". Beck (2018) points out that this process aims at developing the ability to learn differentiated skills in the student.

To do so, the educator needs to visit his pedagogical practice. Freire (2002, p.100), referring to the viable dream emphasizes that "[...] requires me to think about my practice daily; requires of me the discovery, the constant discovery of the limits of my practice, which means perceiving and demarcated the existence of what I call free spaces to be filled."

As the context of this study is configured in the Bachelor's degree course in Libras Letters of the Federal University of Ceará, the focus also focuses on the education of educators s. This term is used anchored in the differentiation between the terms "teacher" and "educator", proposed by Freire (2002) pointing out that the teacher is characterized by the technical competence for the transmission of pre-established content, without considering, many times, the social context and the specificities of each student. On the other hand, the educator, in addition to teaching classes, seeks to contextualize his surroundings, which generates an interaction, not only in the classroom, but also in the school/educational

community, making all actors of the learning process, and, consequently, causing an evolution in this process.

Thus, the concern in the conduction of the disciplines mediated by a teacher of the course, one of the authors of this text, in the Unit of Fundamentals of the And Duction of the Deaf, in addition to the optimization of the construction of knowledge specific to each of them, provide the students with the opportunity to experience the active methodologies, so that they develop the competence to evaluate their future use in their praxis pedagogical, both deaf and hearses.

This pedagogical practice is done in the context of Bilingual and Bicultural Education. This is because "the deaf subject is a subject between languages; languages that coexist, but which are historically placed in different places (one in the place of national language and the other, of the language of the constitution of deaf subjects)" (Baalbaki, 2017, p.340). Then, in the course, until the fourth semester, the mediation by professional translators and interpreters of Libras (TILS) is guaranteed by the university, so that students with low levels of fluency or ignorance of Libras, have access to the curriculum guaranteed.

This attitude is based on the perspective of Bortoni-Ricardo & Dettoni (2009), stating that ignoring linguistic and cultural diversities is a way of contributing to social differences deepening and prolonging. Specifically, concerning deaf learners, Pereira (2011, p. 5), reiterates that "[...] the knowledge of the world and language elaborated by the Brazilian Sign Language will allow deaf students to experience social practices involving writing and, thus, constitute the knowledge of the Portuguese Language".

In this context, the adoption of methodologies that favor the effectiveness of this linguistic right, Visual Pedagogy is decisive, since the deaf learner structures his worldview and builds his identity and knowledge through differentiated visual perception. This methodology favors both students – deaf and hearing – favoring visual experiences based on deaf visuality.

The techniques, resources, and perspectives used in visual pedagogy are related to the use of "vision", instead of "hearing", and the image in the "apprehension of visual stimulus" and perspective emerge according to two-dimensional and three-dimensional forces. These processes require a new way of thinking about the perceptual level and visual processing of what surrounds the deaf subject and how his looks at the world in the process of teaching and learning (Campello, 2008, p. 209).

This study aims to describe the perception of students of the bachelor's degree course in Letra s Libras of the Federal University of Ceará regarding the use of active methodologies in the mediation of Bilingual and Bicultural Education.

2 METHODOLOGY

The study is configured as the *Survey type that*, Gil (2019) claims to propose to describe the distribution of characteristics or phenomena that occur in population groups.

The present study is also characterized as qualitative descriptive that Lakatos & Marconi (2017) and Minayo, Deslandes & Gomes (2015) agree that it turns to the description of the components of the phenomenon, through qualitative analysis of the information.

The investigation was carried out from September 10 to 30, 2020, with 24 students of the Letras Libras course at the Federal University of Ceará. As an inclusion criterion, the condition of having experienced, in person, active methodologies in the mediation of learning, in the period from 2018.1 to 2019.2, in at least one of the disciplines: Theory of Deaf Education, Bilingual and Bicultural Education, Theories of Aprendizagem and Education of the Deaf, Teaching and Learning of Pounds through New Technologies, Basic Education Policy and Management.

Intentional sampling was defined in the universe of 64 students of the course, with 24 respondents, constituting the considered sample, which was distributed in 6 (25%) deaf and 18 (75%) listeners. Lakatos and Marconi (2017) state that the average rate of return of questionnaires is 25%. In this case, the respondents set up 37.5% of the student, making the sample satisfactory.

Information collection techniques

As an information collection technique, a mixed questionnaire was elaborated in Google Forms, specifically for this investigation. According to Severino (2016), this type of questionnaire is configured as a list of diverse questions, with open answers and closed answers.

This questionnaire contains 10 closed questions and two open for each of the active methodologies techniques: dialogued exhibition with reading and discussion of images, horizontal-vertical integration groups, verbalization and observation group (GV/GO), simulated jury, mental map, workshop and project, integrated panel. The concepts proposed by Anastasiou & Alves (2015), and Bordenave & Pereira (2014) (Chart 1) were adopted as the basis.

Table 1 - Strategies of Active Methodologies adopted and their application dynamics.

<i>Dialogued exhibition (with reading and discussion of images)</i>	Exposure of the content in a contextualized way to the student's previous knowledge, with their active participation. This technique adapted to Bilingual Education adopted visual pedagogy using the reading and discussion of images, with a view to opportunistic and critical for the construction of knowledge.
<i>Vertical/horizontal integration groups</i>	The class is organized into small groups, according to the topics to be addressed, with each subgroup with content. It occurs in two stages – each group works its conteúdo and later the students form heterogeneous groups to socialize the previous discussions.
<i>Verbalization and observation group - GV/GO</i>	The class is organized into two groups with alternate functions during the analysis of themes. These functions are configured in verbalization (GV) observation (GO). Students are arranged in two concentric circles.
<i>Simulated jury</i>	Simulation of a jury on a controversial topic in which students play roles such as: prosecution, defense, sentencing council, clerk and judge. It aims to promote, in addition to critical analysis on a theme, the development of argumentation skills in students.

<i>Mental map</i>	Organization of the main ideas of a text through the construction of a diagram, considering the hierarchy of these ideas and may contemplate writing and images to promote visual understanding of the content.
<i>Workshop and project</i>	Also called "workshop" turns to the mediation of learning through the experience and problem solving, collaboratively. He was associated with the elaboration of a project, building together.
<i>Integrated panel</i>	It is configured as a type of debate on a controversial topic in which students perform specific functions such as: panelists, debaters and debaters.

Source: Adapted from Anastasiou & Alves (2015), Bordenave & Pereira (2014).

The information collection instrument was applied through the Google Forms system made available virtually through the emails of the target participants of the research, provided to the researchers by the coordination of the course. Considering the cultural and linguistic specificities of the course and the bilingual profile of the respondents, the questionnaire was prepared in Portuguese written and translated into Libras.

Method of analysis of information

The information was analyzed using the method of content analysis of the thematic analysis type, in the perspectives of Bardin (2016) and Minayo, Deslandes & Gomes (2015), referring to what it is about discovering the nuclei of meaning, or thematic nuclei, which oppose a communication, whose presence or frequency mean something for the analytical objective aimed at. The three recommended phases were executed: floating reading, choice of documents and the formulation of hypotheses and objectives and the treatment of the results obtained and interpretation was done.

Being the authors of this study educators (and, therefore, the mediator of the techniques) and students of the Course of Letters Libras, who experienced the active methodologies, the results were analyzed and discussed through the specialized literature and, in addition, the impressions and inferences of the authors as participants in the process, which Lakatos & Marconi (2017) define as participant observation.

Thematic centers found during the analysis process: Relationship with group work, Development of Autonomy, Mediation of Learning in Professional Training, Critical Vision, Teacher/Student Relationship and Educational Interpreter.

Ethical precepts

It was observed what advocates resolution No. 510, of April 7, 2016, of the National Health Council (Brazil, 2016), which provides for the rules applicable to research in Human and Social Sciences.

Art. 1 - This Resolution provides for the rules applicable to research in Human and Social Sciences whose methodological procedures involve the use of data directly obtained from participants or identifiable information or that may entail greater risks than those existing in cotidlife, in the form defined in this Resolution. [...]

During the course were preserved: Free participation of the study, made official through the signing of the Personal Informed Consent Form; confidentiality and privacy; respect for cultural, social, moral, religious, habits and customs values; return of the benefits obtained through research to those involved in it.

3 RESULTS AND DISCUSSION

During the information analysis process, the thematic nuclei that will be addressed and analyzed below were identified.

Establishing relationships in group work

Group work is part of the basis for the construction of a truly engaged Active Methodology (Diesel, Baldez & Martins, 2017). And for this to be full, these moments must be as productive as possible. Mertzig et al. (2020) point out that this type of strategy provides, in addition to the learning process based on autonomy and the development of determining skills in professional education, entry and permanence in the world of work.

The improvement in the relationship in groups is identified and proves to be quite significant, since in the research always half or most of the respondents feel this influence, indicating that the application of these methodologies is based on these bases and managing to achieve this interaction.

Freire (2014) emphasizes that, during the group work process, the educator maintains the level of content to be worked by the team, and thus the interaction and engagement of the members evidence the strengths and weaknesses of each participant, and the way the group deals with it materializes autonomy, being the responsibility of the group, and no longer of the educator, the development of the proposed activity.

In the specific case of mental maps, the feeling of this group engagement is much smaller, however, it can be inferred that, as this technique can also be used for individualized studies, this experience can stand out and contribute indirectly to the process of collective sharing. The application of the techniques is subject to adequacy that will depend on the pedagogical objectives and the profile of those involved. Abreu & Masetto (1990 apud Borges & Alencar, 2014) discuss the possibility of changes from the experience, creativity and reflection that the teacher has in the use of strategies, in this case we have a cross-breeding of methodologies that complement each other.

The proposals that value the interaction in groups provide great advances within the c bear and the professional profile that aims to form, and, with this, cultural exchanges are important and should be encouraged, because within a bilingual and bicultural academic reality, cultures coexist each other and it is

up to those involved in the course to think and use strategies that reduce friction and maximize multiculturalism. A student's comment reflects how this occurs and affects him: "*[Accessibility] contributes and facilitates access to information and knowledge, in addition to promoting greater deaf/listening interaction*" (Student 10). This perceives the value of the accessibility guarantee and the disruption of an impossibility of interaction between subjects from different cultures. In this sense, Laraia (2001) defends the concept of cultural relativism, that is, the harmonious coexistence between the most diverse cultural groups. Specifically in the field of the university curriculum, Silva (2017), in presenting the multiculturalist movement, highlights the demands of minority cultural groups for visibility in the universities of the Northern countries. Comparatively, these struggles are similar to the historical movement of the Brazilian Deaf by an education that validates their cultural manifestations.

In Simulated Jury and Workshops/Projects the improvement of group relationships is of great importance, the participant student defines the AMs cited with more than 50% acceptability as influencers in this collective relationship. This is due to the intense need for negotiation between colleagues in the construction of activity involving and as two activities the practical knowledge or closer to reality are widely used in the execution of these techniques. Let's see how one of the students scores:

according to my experiences, the most difficult to renew teaching practices is the practical example, we often stand only in theory, it seems an idealized world that diverges from reality. That's why having direct contact helped me when planning and putting into practice what I learned. (Student 13)

Even though in some MA teamwork has provoked a great experience and the guarantee of accessibility minimizes barriers, some participants recognize that not all students are interested.

[...] not everyone participates actively, you have a greater facility to express yourself and end up participating more, however, it is noticeable that at least at some point everyone in the class ended up participating in the discussions etc. (Student 11)

In this report on Horizontal-Vertical Integration Groups it is noticeable that other variants define the success of this use. Thinking about how a technique can be used in a given context requires daring, just as we see above there are students who feel more comfortable and others, initially, not, probably due to the exposure required by the technique. The most important thing is to see that even the student, citing this situation of reduced initial interaction, recognizes that to some degree there was participation.

Finally, it is essential to consider the bilingual and bicultural particularity of the course and its influence on group interactions and work. There was a certain fear and/or insecurity on the part of listeners not fluent in Libras in coming teams with Deaf students, as stated by the respondent: "*[...] at the beginning of the course not all listeners have fluency in Libras and this causes a clear separation between listeners and deaf people, both in discussions and in the organization of works. Interpreters have a very important role in the classroom.*" (Student 20). Marques et. al. (2020), identify the profile of the student of the Course of Letters Libras ufc, affirm that the course is not intended to teach the language, but the training of teachers

of Libras, however a significant part of the students (38.6%) entered the degree without knowledge of minimum contents of Libras. In this sense, it is inferable that this communicative barrier is one of the main justifications for this insecurity, despite the presence of professionals Translators and Interpreters of Libras (TILS) at all times. In a way that, Gesser (2012) considers this conflict as pertinent to libras learners, after all unaware of the linguistic, cultural and conversational aspects of the Deaf Community.

It is necessary to investigate, therefore, whether in the final semesters of the course, when everyone is expected to have achieved a certain degree of fluency, this insecurity has been addressed, ensuring the fullness of bilingual/cultural inclusion¹ (Campos, 2018).

Development of autonomy

Autonomy is of great importance for our existence as social beings and participatory citizens and this is accentuated when we think of the training of professionals who will be responsible for the training of other people. The students of the Bachelor's Degree in Libras Letters had opportunities, with the Methodologies Ativas, to experience different forms of learning that, according to Berbel (2011), are essential for a broader experience of possibilities where professional performance will be benefited and autonomy is exercised.

In the on-screen research, the understanding that autonomy was stimulated is revealed when most students felt significant influence to develop autonomy in academic daily life, adding more than half in the responses of the various MA and revealing a result above 90% floristically collective MA such as GV/GO and horizontal/vertical integration groups.

Reflections caused by the use of methodologies can be identified in the statements of some of the participants: "[...] *were experiences that, of course, I will reproduce in my professional practice.*" (Student 01); "[...] *I will do some of the active methodologies in my classroom [...]*" (Student 4) and "[...] *it was possible to copy its structure for future activities applied in the scope of professional practice [...]*" (Student 7). The reports show a strong identification with the methodologies used. These future intentions represent an autonomous and critical development, because for these attitudes can arise the student is under a differentiated view of what it is to be a formation of new subjects, as expected in the profile of the graduate defined by the Curricular Pedagogical Project of the Course (Federal University of Ceará, 2012)

The construction of a research such as this corroborates what Diesel, Baldez & Martins (2017) signal about the investigative posture of the teacher and consequently of future teachers, dialoguing with freirean assumptions that conceive the critical reflection on practice as a requirement of "teaching" (Freire, 2017a). Providing students with their opinion on how it was applied and how the use of these methodologies can

¹ "[...] the one in which the deaf are inserted within the school of listeners with fellow listeners, but there is deaf culture in that space with methodologies/curricula adapted to the visual experience. Classes are taught by deaf teachers, and bilingual offenders. There are also hearing teachers who need to follow up on the ILS [Sign Language Interpreter] for interpretation of content and mediation among deaf students." (Campos, 2018, p. 49).

be improved puts them in another level of relevance, since in addition to being able to experience the use of differentiated methods, they can contribute to the adaptation and refinement of these methodologies.

In the condition of participants in the techniques, the authors of this study note, through interaction with the other students in formal and formal contexts of university daily life, a certain astonishment with the techniques at first, because, previously, the pairs had not experienced mediation strategies that validated their participation and their previous knowledge, adding a new research of teaching to these future professionals.

According to Thadei (2018, s.p.) "the reproduction of practices questioned for a long time is due not to the ignorance of the importance of mediated learning, but, in part to superficial knowledge about mediation", leading us to understand that the student-researchers-participants, guided by the mediating teacher, break here a part of this ignorance, since there was much reading, reflection and dialogue, thus resulting in a deepening found meaningful learning about active methodologies in mediation in bilingual and bicultural spaces.

In research, Paiva et. al. (2015) perceive the concentration of Active Methodologies in the area of health and the timid walking toward the Social Sciences. With this, applying and building research within education moves a new narrative to these methodologies and to future generations of educators and students.

The educational interpreter in mediation

The Curricular Pedagogical Project (PPC) of the UFC Libras Letters course highlights the importance of the mediation of the translator and interpreter in bilingual practices and stresses that the professionals linked to the course will constitute a division linked to the Secretariat of Accessibility – UFC Inluc (Universidade Federal do Ceará, 2012). The Ministry of Education, in turn, defines a translator and interpreter as the qualified professional knowledgeable, through specific training, of the two linguistic structures (Libras and Portuguese) and translation techniques and strategies. In addition to these requirements, it is necessary for the educational interpreter, specifically, to have a profile compatible with pedagogical intermediation (Quadros, 2004).

Regarding linguistic accessibility through interpreters in all active methodologies that this study is conducted, Student 6 states:

In all activities in which such methodology had been applied, there were always interpreters and there is no way not to participate. It is very integrative and stimulating to participate.

The student's speech confirms the proposition of Morán (2015), which defends active methodologies as driving the involvement, significant participation and interaction between all participants. In addition, by stating that "there is no way not to participate", the respondent confirms the fulfillment, by the interpreter, of his role as mediator of languages and cultures. It is noteworthy that only the presence of the

professional does not guarantee accessibility, the entire context of teaching and mediation of the classes and, in this case, of the active methodologies must be rethought by teachers and students, in partnership and collaboration, so that they fit the bilingual profile of the class, as stated by student 7, corroborating, also corroborating, com Oliveira, Oliveira & Fernandes (2020), who point to the movement of non-passivity of the apprentice: *"Yes, I think everyone was involved and when the interpreters could not meet soon, the other students helped each other"*. And complemented by Student 10: *"yes, they contribute and facilitate access to information and knowledge, in addition to promoting greater deaf/listening interaction"*²

On the other hand, because it is a context of training of Libras teachers, therefore bilingual, it is necessary to stimulate the appropriation and communication in the language by the students of the course. In this sense, Student 16 highlights the importance of the interpreter in the initial semesters, when not all listeners have a good level of fluency in Libras:

The methodologies were accessible, but at the beginning of the course not all listeners had fluency in Libras, and this causes a clear separation between listeners and deaf people, both in discussions and in the organization of works. The intispretest role of great relevance in the classroom.

Thus, Megale (2009) discusses bilingualism and biculturalism as two not necessarily coexisting realities, saying that TILS enables a fundamental support for the cultural relationship in this bilingual environment. Since, according to the report, because language is "the main tool for internalization of culture" (Megale, 2009, p. 93), fluency levels, as already observed by student 16, can affect the relationship between deaf and hearing students.

Finally, inserted in a meeting of respect for the particularities and linguistic rights of Deaf People, student 14 warns of the importance of providing support materials translated into Libras, recognizing the attribution of the Division of Translation and Interpretation Libras/Portuguese of "Translating academic texts and information allocated products into Libras/Portuguese language for deaf people of the university community" (Federal University of Ceará, 2020):

I think the only care one should take is the text for student study to have the option of translation in Pounds, which I think most have, but are accessible and even make it easier to study the deaf student. (Student 14)

Considering the scenario in question, the participation of the professional translator and interpreter during the application of active methodologies is essential and does not affect central elements such as protagonism and students' autonomy, constituting itself as a cultural and linguistic adaptation of the proposals.

² Whereas a significant part of the students who enter the course do not have fluency in the language; and that, from the 5th semester, there is no presence of THE TILS, the student's speech dialogues with the hypothesis of interaction for the acquisition of a second language (Paiva, 2014), which advocates the interaction between natives and n(in this case deaf and hearing, respectively) as a fundamental axis of learning. Thus, the applied techniques possibly also contribute to the learning of Libras by the hearing students in question.

We emphasize the demand for the establishment of a teacher/interpreters of Libras partnership in the conduct of mediation during classes, which is reflected in the complicity and lightness determinants for all involved to perceive part of this teaching process, as experienced by Farias, Oliveira & Cenci (2019) when reporting translation/interpretation experience in Higher Education, in which TILS professionals acted as linguistic mediators in a partnership system with educators.

Teacher/student relationship

Despite the indistinct use of the terms "teacher", "educator", "teaching", "teaching", "student" and "student" in this research, we conceive freire's perspective (2017b, p. 95-96), which states: "[...] no more educator of the student, no more educating of the educator, but educator-educating with educating-educator. In this way, the educator is no longer what he only educates, but what, while educating, is educated, in dialogue with the student who, being educated, also educates"; and anatase (1998 apud Anastasiou & Alves, 2015), who conceives teaching in higher education, as a process from which learning takes place and requires a partnership relationship and, therefore, horizontal between educator and student.

The horizontality in the teacher/student relationship is seen by the majority, but some have not identified, because, in the responses about the exhibition class, 41.2% did not perceive or felt that this relationship was well established. The fact that the teacher is standing in front of the board explaining some content can provoke this hierarchical visualization of the teacher, a view that can recall models of tradition, triggering what Diesel, Baldez & Martins (2017) say is a passive attitude, where receiving and memorizing the information are the only functions of the student.

The use of various methodologies can be complementary, as soon as not all students are affected by a given strategy and it is up to the teacher to help the student to approach their goals and interests. Still on a perspective of mediation, Thadei (2018) resumes the discussion about personalized teaching as a way of remembering the specific ages of each individual and about the necessary sensitivity of the educator to this fact.

As in the exhibition class, in the Integrated Panel few people believe that the teacher/student relationship was horizontal, this leads us to infer that extremely traditional postures can bring to light feelings of older models, as soon as during the use of the methodology there are functions within the mediation that are pre-established by the teacher, such as the panelist, the presenter etc., and somehow this can be interpreted as the absence of horizontality. However, it is important to think that using these methodologies is more than dare with unusual things or more than being in a horizontal position (conceptually and/or structurally), it is necessary to be in the process of rethinking and reshaping these practices. That is why Borges & Alencar (2014) emphasize the various possibilities of active methodologies capable of leading the student to an experience of autonomy and criticality.

The relationship of the teacher with the student and vice versa is a very defining point for a good use of the techniques. According to Reeve (2009 apud Berbel, 2011), the teacher should adopt the student's

perspective, should welcome his thoughts, feelings and actions, whenever manifested, and support his motivational development and ability to self-regulate himself. This process of leveling among those involved in the methodologies makes students able to express themselves more freely, without feeling so much pressure. On this, Freire (2017b) highlights humility as a first requirement for the existence of dialogue, emphasizing that the educator should be open to different world pronunciations and the contribution of the other.

Understanding the teacher's posture horizontally as part of the accessibility involved in the classroom puts us in a very reflective dimension. When asked whether the MAs were sufficiently accessible, reports touch the attitude of the participatory teacher as part of the guarantee. Student 17 says: *"Active methodologies contribute to greater access for deaf people because there is integration between students and the role of the teacher to be a mediator of practice."*, another student also reflects on this point saying, *"A lot! Deaf and hearing people on an equal footing [...] and the full and active participation of all involved. Teacher as a mediator and as a participant in the process as well."* (Student 01). It is perceived that the role of the mediating teacher brings students closer to engagement in the reflection on their participation.

Critical vision development

Active methodologies are a possible source of the awakening of criticality and autonomy of individuals. For Berbel (2011), this process happens as the apprentice perceives himself as the first reason for the action. As alternatives to traditional methods, they are a way of putting students in front of their reality, valuing their perspectives and knowledge. In this sense, Freire (2017a, p.32) instigates: *"Why not establish an 'intimacy' between the fundamental curricular knowledge to students and the social experience they have as individuals?"*.

Asked about their critical view of reality, most respondents stated that active methodologies favored this development, according to Table 1.

Table 1 - Did the use of the technique contribute to the development of your critical view of reality?

Methodology	Participants	YES	NO	INDIFFERENT
Gv/GO	24	21	0	3
Mind Maps	22	14	1	7
Simulated Jury	14	12	0	1
Integrated Panel	12	8	1	3
Horizontal-Vertical Integration Groups	9	8	0	1
Workshops and Projects	8	7	0	1
Dialogued exhibition with reading and discussion of images	17	17	0	0

Source: authors.

Proportionally, the techniques that propose deeper debates, with individual and collective reflections – Exhibition dialogued with reading and discussion of images, Horizontal-vertical integration groups, Simulated Jury and GV/GO –, are those in which the respondents recognized greater potential for development of their criticality. The active methodologies, therefore, present themselves as potential developers of critical sense and consequent rupture with historical anesthesia, which Freire (2005) defines as the conformation with *the status quo*, the absence of criticism about the state of things. In addition, says Student 11: "It is very good to be able to express your point of view in class, of course, always respecting the opinion of the other"

The student's response refers to "knowing how to listen" as an intrinsic element to teaching practice (Freire, 2017a); and to the particularities of dialogue in education: "There is, on the other hand, dialogue, if there is no humility. The *pronunciation* of the world, with which men permanently recreate it, cannot be an arrogant act" (Freire, 2017b, p.111).

Thus, breaking with the so-called traditional methods goes beyond the conceptual change of teaching and learning, but has as a consequence a new worldview and, from the market point of view, greater security and proactivity in future professional performance from a learning contextualized to reality (Morán, 2015), as confirmed by Student 14:

I enjoyed it; according to my experiences the most difficult to renew teaching practices is the lack of apractical example, we often stand only in theory, it seems an idealized world that diverges from reality. Therefore, having direct contact helped me when planning and putting into practice what I learned.

Libras teacher professional training

The profile of the professional to be formed by the Libras Letras course of the UFC involves, among other issues, the "scientific-ideological perception, having a method of investigation and creativity" (Federal University of Ceará, 2012, p. 14). On this, Morán (2015) points out that if we aim to develop creative students, we need to offer them diverse opportunities to act creatively. Regarding professional practice, the findings point to a clearer understanding of the relationship between theory and practice after the application of active methodologies, as can be seen in Table 2.

Table 2 - Did the use of the technique facilitate the understanding of the relationship between the contents of the disciplines and the practice?

Methodology	Participants	YES	NO	INDIFFERENT
Gv/GO	24	24	0	0
Mind Maps	22	16	1	5
Simulated Jury	14	13	0	1
Integrated Panel	12	11	0	1
Horizontal-Vertical Integration Groups	9	9	0	0
Workshops and Projects	8	7	0	1
Dialogued exhibition with reading and discussion of images	17	17	0	0

Source: authors.

Following the pattern observed in the *critical vision* nucleus, it is perceived that, in techniques where there is greater interaction and debate among peers, there is also a clearer relationship between theory and practice. The GV/GO, which had the participation of all respondents, obtained unanimity in the answers, which indicates its effectiveness in this question. In addition to quantitative data, Student 15 states:

The level of learning, in my opinion is higher, because this Methodology seeks to encourage students to participate in the classroom, also encourages creatively.

As it is a teacher training course, it was necessary to investigate the contribution of active methodologies in the process of improving teaching and evaluation practices. About this, Student 1 comments:

The use of the techniques helped me to have a new perspective on 'teaching' and 'learning' and how to teach and how to assess. They were experiences that I will certainly reproduce in my future professional performance.

The student's answer corroborates the objective answers, according to Table 3.

Table 3 – Since the Libras course is a teacher training course, do you think that the technique contributed to your professional training?

Methodology	Participants	VERY MUCH	MORE OR LESS	LITTLE
Gv/GO	24	17	5	2
Mind Maps	22	17	3	2
Simulated Jury	14	10	3	1
Integrated Panel	12	7	5	0
Horizontal-Vertical Integration Groups	9	7	1	1
Workshops and Projects	8	6	1	1
Dialogue exhibition with reading and discussion of images	17	13	4	0

Source: authors.

Oliveira, Oliveira & Fernandes (2020), when defending active methodologies, do not exclude the exhibition classes of the educational process, because the majority of teaching professionals currently in office are the result of a training in the teaching, which directly influences their teaching practice. On the use of active methodologies in place of the exhibition classes, reports Student 9:

I think it's fantastic, because it breaks with tedious classes and makes us rethink our ways of learning and sharing knowledge.

Berbel (2011), in turn, points to the importance of all participants of the methodologies believing in their pedagogical potential. This "transformation in education" also defended by Morán (2015), is born from the need for the school to follow social transformations. To confirm the proposition, Student 4 states:

The use of the methodologies made me see that it is possible to teach everyone, because the methodologies used were easy to understand and diversified, counterpoint to the traditional methodologies. My learning was amazing, I was able to understand several of the topics covered in the classroom and still work in groups, I will do some of the active methodologies in my classroom and also complement my academic work with the methodologies learned.

In other words, the rupture with traditionalism in education is a practical and, above all, conceptual change.

Confirming the above, Student 18 reports experience in which he applied an active methodology in his internship and regency, a mandatory curricular component in teacher training courses (Federal University of Ceará, 2012):

"I have used some of these methodologies in internship classroom practice. I felt a greater motivation of the students to participate and a strong interaction between deaf people and listeners." (Student. 18)

The speech of Student 18 confirms the contributions of active methodologies regarding the interaction between participants and, also, their applicability in specific contexts of bilingual interaction between deaf and hearing, through cultural and linguistic adaptations. Finally, it meets the theoretical propositions that cite the urgency of profound changes in education (Berbel, 2011; Morán, 2015) when positioning himself as a teacher who, in his training system, experienced and, by identification, applied active methodologies.

4 CONCLUSION

This study, despite its cross-sectional nature, sought to contribute to the growth of investigations on Active Methodologies in the field of human sciences as. The results observed point to the effectiveness of all seven MAs that the study is concerned with, especially those in which there is a higher level of interaction with peers and more dynamic practices. Most respondents positively evaluated all strategies, highlighting their relevance mainly concerning the process of teacher education, development of criticality, and student autonomy. On the other hand, the answers that consider them ineffective strategies should be examined and taken into account for the overall mediation planning of bilingual and bicultural education in the Libras Letters course, after all the individual and class specificities directly interfere in the conduct of these practices.

Understanding that this study revealed a good relationship between most students with active methodologies, it is understood that these can serve as bridges for better cultural interaction and apprehension of knowledge promoted by the Libras Course. What has presented itself as "failure" data will serve as a basis for future adaptations in the methodologies themselves.

To be willing to change structures and forms of construction of the world is also willing to reflect on one's motivations and, mainly, on the (in)direct relationship between trying and achieving. With this, it

is necessary a humble posture and, at the same time, daring always seek new ways to access knowledge, seeking even within its professional living space.

Finally, it is suggested the involvement of new research that investigates the perceptions of the same public about the use of active methodologies in the evaluation of learning, in addition to studies focused on bilingualism and, above all, biculturalism, knowing that the here experiences presented identify, even if the object of the study, limiting and/or potentiating elements in the use of Active Methodologies in bilingual and bicultural environments of higher education is not the object of the study. It is also indicated research to understand how active methodologies occur in the virtual environment, predominant in the pandemic period, considering that this makes room for comparative data, besides the possibility of understanding how the use, the necessary adaptations, and the level of aptitude of these methods doologiesoccur in this new context.

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