Game as a resource to place the signs language in use context

Joicemara Severo **SILVEIRA***
Nerli Nonato Ribeiro **MORI****
Aline Keryn **PIN*****

* Master's degree (2020) in Education from the Universidade Estadual de Maringá (UEM). Teacher of the municipal education network of Toledo – SME Toledo. Contact: joice.ssilveira@hotmail.com.

** PhD (1997) in School Psychology and Human Development from the Universidade de São Paulo (USP). Full Professor at Universidade Estadual de Maringá (UEM). Contact: nnrmori@uem.br.

*** Master's degree (2014) in Education from the Universidade Estadual do Oeste do Paraná (UNIOESTE). Professor TD at the Universidade Tecnológica Federal do Paraná (UTFPR). Contact: alinepin@utfpr.edu.br.

Abstract:
The teaching of Brazilian Sign Language became official from Law No. 10.436 / 2002, which aimed at inclusion and the right to communication through that language. However, actions are still needed to promote knowledge of sign language and to expand the possibilities for social and educational interaction. This paper aims to demonstrate how the use of didactic games contributes to this process. For this purpose, we conducted a literature search as a theoretical background based on Lacerda (2000), Castro and Tredezini (2014) Valadão et al. (2016), among other researchers and then we conducted a pedagogical practice based on playful activities with two groups of a Libras course from the "Instrumental Libras Course - 2018" Extension Project offered at a public university in Paraná inland. The application of this activities allowed us to observe that the use of adapted didactic games helps these students with the appropriation and comprehension process of this spatial and visual language. Thus, we hope that this work will bring theoretical contributions and that the analyzes presented here and thus contribute to the understanding of the adapted game use as a playful and contextualized way to help students internalize Libras vocabularies as a second language.

Keywords:
Sign language. Second language acquisition. Didactic games.

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Joicemara Severo Silveira; Nerli Nonato Ribeiro Mori; Aline Keryn Pin

INTRODUCTION

In the deaf education context, the constant struggles focus on actions that value, among other factors, the bilingual education, the presence of a Brazilian Sign Language (Libras) interpreter professional, the subtitles and the interpretation windows and visual adaptations in all media programs. These questions emerge involved in a discussion context aimed at expanding and disseminating sign language to listeners, so that linguistic accessibility and interaction between deaf and hearing people become effective, especially with regard to access to public places. The realization of the right to use a visuospatial language, even though it is guaranteed by Brazilian public policies shows a great gap between what is regulated and what is implemented. This statement can be assured when analyzing what the Federal Law n° 10436/2002, that provides for the Brazilian Sign Language – Libras and give other, reinforces in its article 2:

> Supporting the use and dissemination of the Brazilian Sign Language – Libras institutionalized forms as an objective and current means of communication for deaf communities in Brazil should be guaranteed by the public authorities in general and public service concessionaires (BRASIL, 2002).[2]

Thus, the Decree n° 5626/2005, regulating that law, discourse, in its article 14°, about promoting Libras in a context in which it attributes to the public power the duty "V- support, in the school community, the use and diffusion of Libras among teachers, students, staff, school management and family members, including through the courses offer" (BRASIL, 2005). Corroborating this idea, chapter VIII, article 26 that same document highlights:

> One year after the publication of this Decree, the Government, public utility companies and federal public administration, direct and indirect must guarantee differentiated treatment to deaf people, through the use and Libras diffusion and the Libras translation and interpretation – Portuguese Language, performed by servers and employees trained for this function, as well as access to information technologies, as provided for in Decree n° 5.296, of 2004 (BRASIL, 2005).

Nevertheless, between what is promoted by law and the reality experienced in daily life, we find successive transgressions in the linguistic accessibility process for deaf people, that inhibit the access right to information and neglect what is guaranteed by human rights. We can observe such transgressions between the legislation and the law enforcement highlighting Universal Declaration of Human Rights 19 article, when it establishes that

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[1] Modified and expanded version of the panel presented at the VII Brazilian Congress on Special Education, 2018.
[2] All translations were done by us.

Everyone has the right to freedom of opinion and expression; this right includes the freedom, without interference, to have opinions and to seek, receive and transmit information and ideas by any means, regardless of borders (ONU, 1948).

It follows that it is essential that the right to use another language and access to information be respected. However, taking up the duality parallel between Law and reality, it is significant to emphasize that the accessibility lack can be experienced in various events, for example, in public shows offered without the presence of interpreters, or even by the lack of subtitles in advertisements, the restrictions on the right to bilingual education, the absence of resources visual, including in public spaces, in the provision of health and education services without minimum conditions of orientation to the deaf person, among other shortcomings. According to Valadão *et al.* (2016, p. 126),

In Brazil, students with disabilities have faced great difficulties in consolidating their educational needs in the inclusive school context. For students with deafness, the challenges are even greater. Among these challenges, we can mention the fact that their linguistic and cultural particularities, are not considered in general and not valuing their visuospatial communication experiences through sign language.

Facing situations such as those highlighted above, it is necessary to invest in the legislation enforcement previously listed. This understanding is due to the fact that Libras is a communication natural form between the deaf and their peers, in particular, within your community, because it is through the effective use of language that the deaf subject identifies with his peers, disseminates its culture, creates and recreates deaf literature and empowers itself in the struggle for educational policies that value cultural diversity and its linguistic condition.

In addition, the right to information permeates the educational and social sphere in such a way that communication must be at the service of the deaf and hearing. If information is presented in the oral-auditory form, it must also be offered in the visual-spatial form, in order to respect the deaf person linguistic condition, because

As the deaf person's special linguistic condition is respected, the chances of him / her developing and building new knowledge in a satisfactory way increase, as opposed to a 'school integration' without any special care (LACERDA, 2000, p. 57).

Therefore, the sign language dissemination to all interested listeners aims to encourage linguistic respect and expand public access to that language, consequently, guaranteeing the deaf the right to come and go, moving through a multicultural space. It is understood that this will only be possible when more people are able to communicate in sign language, so instrumental communication courses with a focus on communication or professional training courses, in the case of interpreters, contribute in a way for the diffusion process of that language.

About these issues, Valadão *et al.* (2016) emphasizes that in Brazil, social and educational movements favor the use and Libras dissemination through "actions by public and private universities in offering the discipline and LIBRAS extension courses, as well as in the analysis of its practices" (p. 128). Therefore, the extensionist "service" provided by state universities is of great importance, because it is through the courses offer that the sign language spreads and expands university boundaries to the participation of the external community.

We emphasize that deaf-deaf communication is indispensable for cultural, identity and deaf literature brands, however, deaf-listener communication is equally important for the deaf to have linguistic accessibility guaranteed, in other words, the greater the number of listeners in contact with sign language, the greater the chances of inclusion of the deaf person.

It is important to note, regarding the deaf person inclusion, that it is not linked to the presence of the professional sign language translator / interpreter (TILS), because the Libras interpreter action does not exempt the conducting teacher responsibility and the school community to know this language, so that the communication possibilities of the deaf student included are expanded. In a context in which only the deaf and the interpreter master the sign language, communication is limited to the teacher-interpreter-deaf student channel, however, when the Libras domain extends to the regent teacher, increases the communication freedom, allowing the deaf to initiate and maintain a conversation directly with their teacher, favoring closeness and strengthening the bond in a doubts clarification moment.

About this, Lacerda (2000) states that

> The presence of the interpreter does not ensure that methodological issues, taking into account deafness and the special / access to knowledge specific processes, are considered, or that the school curriculum undergoes adjustments to contemplate peculiarities and cultural deaf Community aspects (p. 57).

We can infer from this that the spread of Libras beyond the deaf-interpreter relationship resignifies the teaching and learning process itself and it is in this perspective that the present study is based. In order to spread the sign language to people who listen, we aim to analyze how the use of educational games contributes to the learning the Brazilian Sign Language process (Libras) as a second language.

Therefore, we seek, in this study, to mediate a activity circuit with the use of educational games adapted to carry out a pedagogical intervention with students listening to the Libras course and, as a result, to collect data on the experience lived through semi-structured interviews; finally, with the theoretical support help, we seek to analyze the data and verify the possible contribution of these resources acquiring and learning a new language process.

Considering this scenario, we propose, below, a brief overview on the using games importance in this process and, later, we situate the reader on the research context; finally, we present the considerations on the Libras applicability games and their influence on the acquiring a second language process (L2).

EDUCATIONAL GAMES AND THE L2 CONTEXTUALIZATION

Only the disabled person insertion in a school or social environment does not express the inclusion effectiveness, on the contrary, the presence of a disabled person requires a actions set that permeate the educational process, that create autonomy and equal conditions possibilities for your intellectual development.

Among these actions, we can highlight, as presented by Sassaki (2009):

- architectural accessibility: construction of ramps, tactile flooring, adapted bathrooms;
- methodological accessibility: in the school and professional environment;
- attitudinal accessibility: aims to minimize prejudices, stigmas and discrimination;
- communicative accessibility: it is projected in an interpersonal, written or visual character.

Regarding the inclusion aspect of the deaf person, we can see that the evident barriers are concentrated in the communication accessibility, which deprives the deaf person to access and the right to information. So that the deaf can, as well as the listener, communicate autonomously in the environment in which they participate, be it school, professional and/or social, it is important to teach sign language in order to minimize such barriers.

The teaching of Libras as a second language for hearing people can follow two distinct biases: 1) for kids: concomitantly with your natural language – in the Brazil case the Portuguese language. This group also

includes children considered CODAS name given to the children of deaf parents who learn sign language from an early age.; 2) as a second language learned after the first language acquisition (L1) – they are usually listeners (adults) who are interested in the Libras acquisition as a second language

In general, people who belong to this second group are motivated by contact with a deaf person, whether from the family, school or social circle and who, at some point, found it difficult to communicate with the deaf person, which motivated them to seeking to know another language,

According to Fonseca and Gimenez (2007, p. 8-9)

> The second language acquisition a serves interpersonal relationships. The use of verbal, written and oral language practice, centered on the student's daily activities, allows him, therefore, his personal expression and denotes the reality in which he is inserted. The projection of this context enables, from a controlled vocabulary, short phrases and discursive markers in the addition expression, contrast, cause / consequence, time, chronological sequence etc., the production of discursive immediacy in the target language.

This more immediate language acquisition, however, does not occur in the same way between adults and children, that is, as the Libras teaching for hearing children has a playful character and promotes inclusion in schools that have deaf students, teaching Libras to adult listeners has, necessarily, the need for contextualization with daily actions, in order to insert Libras in experiences moments, which will be used significantly by the listener to get closer to the deaf community.

The sign language learning in an everyday dialogues context allows the second language acquisition a in a spontaneous way, free from repetitive memorizing words training. In this way, the didactic game becomes an instrument of paramount importance, as it allows the player to experience relationships that go beyond the process of "decorating signs". It should also be noted that,

> the realization of the language-culture connection may be favored by playful situations, since even known games may present culture particular apperences of the target language. To help the student better understand these differences, games that reflect the way of thinking, feeling or acting of the people speaking that language can be developed – a game with proverbs or popular sayings, for example (KASDORF, 2013, p. 17).

In a similar direction, Lacerda, Caporalis and Lodi (2004) affirm that such an approach raises in the apprentice the contact with another culture, which is indispensable to clarify myths and ideologies reflected in possible prejudices. The opportunity to be in contact with multiculturalism allows the subjects the establishing meaningful possibility relationships, promoting the breaking of stigmatizing paradigms and thus attributing the different cultures valorization without overlapping, because, in addition, to learning a second language, the listening learner is immersed in a context of peculiarities of deaf culture.

The games insertion in the acquiring a second language process provides the child with a learning form that maintains the playful character and the adult, favors the necessary lexical contextualization. Thus understood, for both, the learning process through games becomes meaningful and pleasurable.

According to Castro and Tredezini (2014, p. 168),

> The purpose of encouraging ludic activity in the school environment is in the learning development while playing, in which education carried out by ludic means can be understood as an instrument in the teaching process.

Starting from a similar perspective, Kasdorf (2013) states that the use of games in language teaching enables a real and contact relaxed situation and use of the studied language, since "the learner has a context and a plausible reason for connecting knowledge with new information – necessary for the game – and, thus,

to take certain linguistic possession content in a lasting way" (p. 16). Therefore, the teaching contextualization through adapted games will contribute to the autonomy in the use of language inside and outside the classroom.

Learning a language requires the mental functions development that are essential to the appropriating new concepts process, because in addition to inserting the learner in a using new vocabularies and linguistic structuring context, it also allows contact with the customs and culture that permeate this people, in this case, the deaf people, because it is not a systematic learning of rules. Learning a new language, in this way, is an action that is permeated by nuances and intertexts that form it, so the importance of highlighting it from the cultural relationships in which the subject is inserted and providing him with a using the language moment in the everyday environment.

The game, in this perspective, assumes the cultural instrument role, contributing for such relationships to be significant in the formation of new concepts, because in addition to the rules and competition situations, what is in evidence is the vocabularies contextualization that were learned in the room. However, the game professional mediator must be attentive to the selection of materials so that the game brings vocabularies that have already been taught by the teacher in the classroom context and in this way the student "player" can mentally resume relationships that were learned, seeking individually (or in a group) the best combination or solution for what is requested in the game.

We emphasize that the sign language appropriation involves, in addition to a new concept, the another type of communication mastery different from that which the listener is used to, requiring not only mental relationships, but also motor and structural skills distinct from the oral-auditory modality.

The games development for mediation in the teaching context, especially games adapted for the teaching of sign language, is the result of research that culminates in the Libras grammatical structure, as they result from an instrument that is the product of a material culture or from a social context. In this case:

> the instrument is the material culture product a that carries in itself, in a more evident and more material way, the characteristic features of human creation. Not only an object of a determined form, having given properties [...] instrument is at the same time a social object in which the historically elaborated work operations are incorporated and fixed (LEONTIEV, 1978, p. 268).

Castro and Tredezini (2014) point out that, like instruments, games also have the function of representing culture and related situations, as "participation in games contributes to the formation of social attitudes such as respect, cooperation, obedience to the rules, being responsibility, personal and group initiative" (p. 179). In other words, mediation with adapted games constitutes a contextualization possibility with new concepts, as well as it contributes to establish close relationships between groups at the dynamic moment and exchange of experiences.

Contextualizing the Research

The research that gave rise to this study is characterized as a pedagogical intervention and was organized based on the circuit of activities application a proposed to the university extension course participants – Libras Instrumental 2018, linked to a state university, located in Paraná west.

This course is offered annually, organized at a basic and intermediate level, and the basic module aims at the first contact with the language, with no prerequisite requirement. The intermediate level, on the other hand, requires the certification of 80h of course, that is, it is necessary that the student has prior knowledge about the language.

The activity circuit was applied after hours with volunteers from these two classes. Thus, the application of the research was carried out in two meetings, dividing the class according to linguistic domain, basic or

intermediate, as follows: seven students from the basic Libras class and five students from Intermediate Libras, in a time about three hours for each class.

Table 1 – Class distribution

	Class	Number of Students
Games application 1	Básico	7
Games application 2	Intermediário	5

Source: Prepared by the authors.

The participants are in the age group of 19 to 63 years old, being three teachers, seven academics in the humanities area, one participant with high school and one who did not report schooling.

During the research, the participants reported having contact with deaf people in the professional / social environment and that, because they did not know Libras, they experienced barriers in communication. This situation required participants to learn the language in order to carry out the dialogue, which became a stimulus for expanding the knowledge field and for effective involvement with sign language.

Initiated this first contact through the course, the participants felt impelled to communicate with their deaf colleagues and with the deaf community in the work and school environment, because the Libras knowledge acquired with the extension course allowed the participants greater security to maintain a dialogue in another language, as well as the practicing possibility what was being learned in the course.

The adapted educational games that were used in this study are seven years research result in an extension project at the same university. In a range of 22 possibilities, we opted for five games that contextualized and expanded the vocabulary already taught during the Libras classes course specifically: 1. Forming phrases in Libras; 2. Family logical sequence; 3. Family charade; 4. Expanding the vocabulary; 5. What is the signal. The following is a brief description of each proposed game.

1. Forming phrases in Libras: consists of a support for the phrases assembly with five signs. The mediator presents the participants with 20 signs that can be organized into four sentences. The phrases are organized according to the context that the group deems best (without losing coherence), however the letters are marked with a small code that can be followed, if the members notice the mark.

Source: Research colletion.
**Figure 1 –** Game Forming phrases

2. Family logical sequence: it is a game formed by cards with the signs corresponding to the family semantic field. Some signs have the gender ending. The group needs to match the sign to its spelling in the Portuguese language.
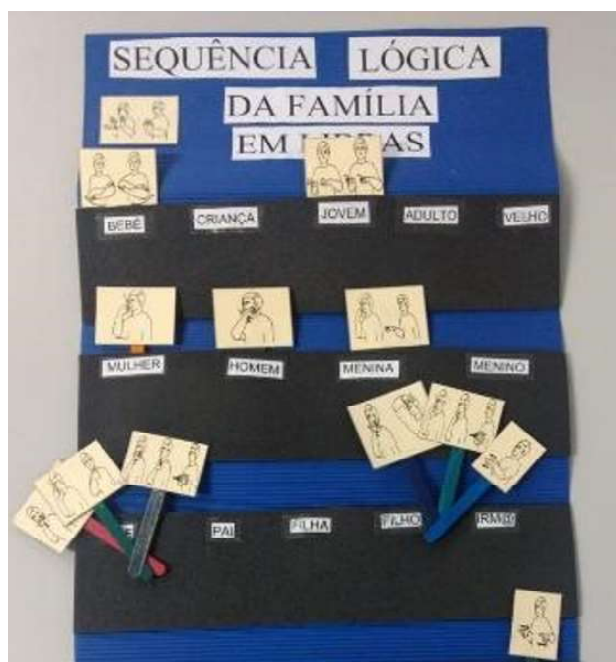
Source: Research colletion.
Figura 2 – Game Family logic sequence game

3. Family riddle: this is a game made up of twelve riddles cards that must be completed with the letter corresponding to the sign in Libras. The questions mention the family relationship.
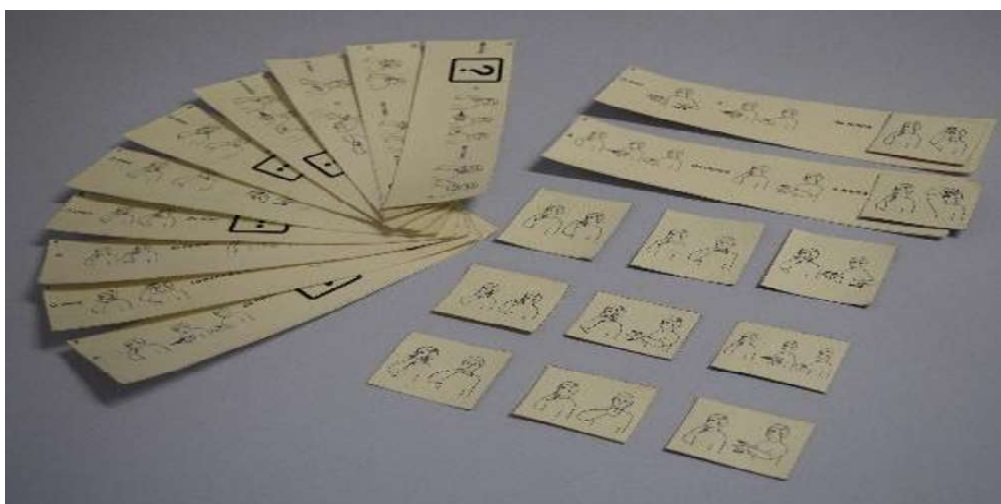
Source: Research colletion.
**Figura 3 –** Game Family riddle

4. Expanding the vocabulary: it consists of eight cards with the following themes: nuclei, verbs, professions, clothing and accessories, media and food. Each card has 12 signs corresponding to the theme that must be related to the spelling in Portuguese.

Figura 4 – Game Expanding the vocabulary

5. What is the signal?: It is a game composed of 10 hand configurations (CM) organized in two cards. Each CM has a sequence of six signals. The proposal is to make the correspondence between the writing in Portuguese and the sign in Libras to understand which word the CM is related to. At the end of the game, there is an answer book that can be consulted containing all 60 signs.
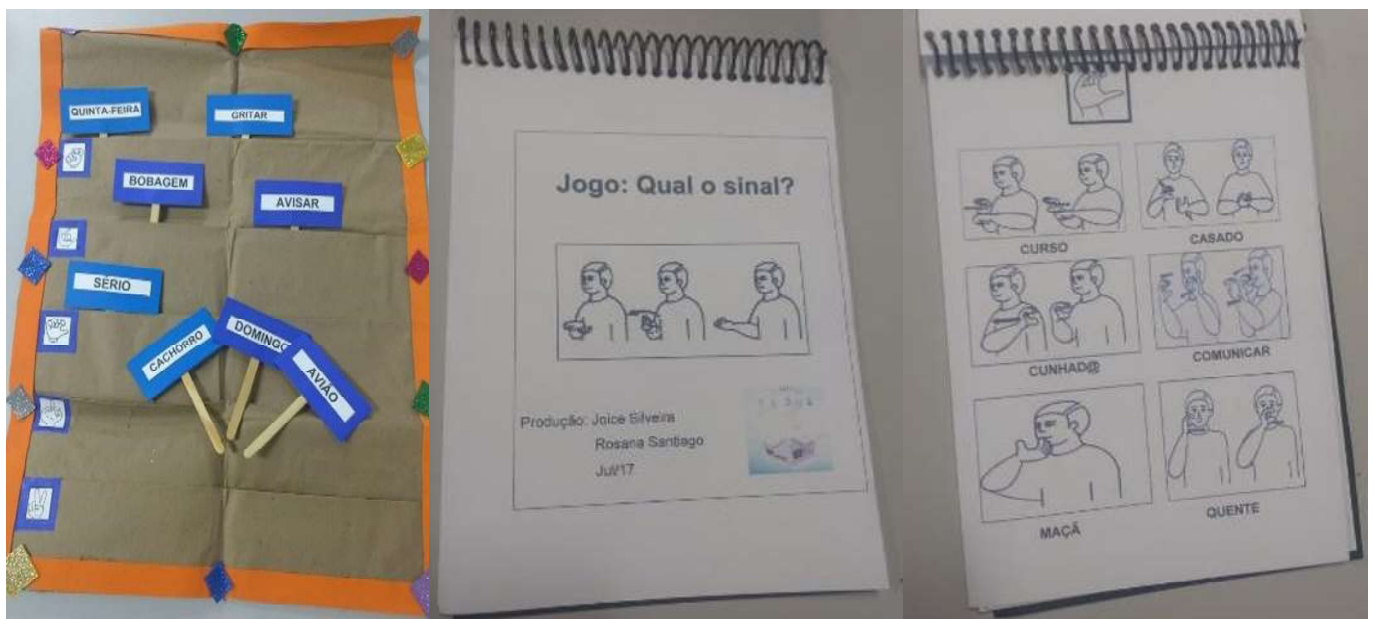
Cards   Answer Book

Figure 5 – Game What is the signal?

For the pedagogical intervention analysis development, we chose to employ a theoretical framework that reflected on the process of spreading Libras and that correlated the use of games adapted to the acquiring Libras process as a second language for listeners.

According to Damiani *et al.* (2013, p. 58), "pedagogical intervention research is applied, that is, it aims to contribute to the practical problems solution". Based on this premise, this research is situated as a practical problem and seeks to answer how the use of educational games contributes to the learning Libras process as a second language.

During the realization of the circuit, the problem situation posed for the games dynamization demanded that the course participants were challenged to relate the following aspects: sign-writing, sign-configuration of hand and construction of phrases, which provided the knowledge contextualization.

The games rules were guided by the instructors in order not to determine a rigidity or imposition "of the way of playing", so that the participants were able, as they interacted, to complement or modify the rules, as the game objective was the vocabularies appropriation already taught to the group in the classroom.

Subsequent to the pedagogical intervention activity, we conducted an interview, which was recorded on audio for future transcription and analysis and which was an indispensable source for getting to know and characterizing the group participating in the research, as well as verifying their impressions at the activity circuit time.

The characterization of the research subjects and questions related to the Activity circuit allowed us to know the way in which the games helped in the learning Libras process for course participants.

After the interviews transcription, the data analysis made it possible to divide the following categories: as for the games production; the studied vocabulary contextualization; carrying out cooperative work; intervention as a rise from the concrete to the abstract; the playful character; the knowledge contextualization; and the activity sequence. Such categories were detailed in the research results.

The circuit allowed a activity progression, according to the sequence previously chosen by the researchers. Thus, game 1, "Forming phrases", required a simpler vocabulary, while game 5, "What is the sign?", Required the group to mentally search for the sign without its visual representation, which it required a vocabulary of 60 signs, without the presence of signs images that would assist in the Portuguese – Libras relationship process.

The activity circuit and the dynamization in small groups allowed that all the research participants had active contact in the game interaction, because during the whole process they were involved and were asked to contextualize answers that would solve the games resolution.

RESULTS

In view of the pedagogical intervention carried out and the interview analysis, we verified that the biggest obstacle in the sign language acquisition process is the difference in modality. While the Portuguese language – the hearing people first language born in Brazil, is organized in the oral-auditory modality, the sign language is organized in the visuospatial modality, that is, it uses space and vision for enunciation. Such difference can characterize the listeners with a difficulty in acquisition because they are used to the use of hearing and speech to communicate.

Taking this discussion as a background, the present study highlighted some importance and influence aspects for the acquiring Libras process as a second language (L2). Among the analyzes carried out, we emphasize seven categories: the games production with simple materials and clear objectives; the use of the studied vocabulary; cooperative work at the dynamics moment; intervention as a rise from the concrete to the abstract; the playful character; the knowledge contextualization; and the activity sequence.

The didactic materials adapted for the realization of the circuit were made by printing cards with signs in Libras as provided in the *Encyclopedic Illustrated Trilingual Dictionary* (CAPOVILLA; RAPHAEL, 2001a, 2001b).

We realized that this material made it possible to stimulate and understand the participants, as highlighted in E³ speech, when reporting that:

As for the material: the games are simple, but the efficiency is good, they are very effective. (E, basic course)

The games making with easily accessible resources allows the learner to make his own game, expanding the interaction moments with playful material. The important thing is that the material choice for making the games does not influence the mediated concepts, because what is in evidence is the language contextualization. For example, when printing a card it is important that the sign image in Libras is in the foreground.

The vocabulary used in the games application belonged to a semantic field related to everyday situations, such as family, colors, food, verbs and the construction of small phrases that contributed to the mediation of the signs, not randomly, but contextualized with the carrying moment out the activity and the daily situations.

According to Libras basic course participants testimony A and L

I thought I didn't remember. You don't seem to know anything. Then when you arrive at the time you see the material, you begin to remember the signs that were taught during the course. (A, basic course)

It helped to remember, because there are things I studied, but if I asked to do it I wouldn't know, but seeing the sign and the word, making the association makes us remember. (L, basic course)

The report made by A and L highlighting the inferences they had to make when resuming the vocabularies already learned at the game dynamics moment allows us to resume the Pimentel and Sabino (2014) considerations, when they highlight that

One of the purposes of working with the use of games in Libras teaching is to favor educational situations that allow them to be fundamental, so that the student assimilates his intellectual reality, preventing them from remaining outside his own intelligence, in the LIBRAS case, that students learn many signs (PIMENTEL; SABINO, 2014, p. 5).

During the activity performance, it was noticed that everyone was involved in reaching a common goal, enriching the experience with the signs exchange and the hypotheses formation to jointly complement the activity. This collaborative context unveils the game's proposal, which is not to emphasize the competitive character, that is, to win or lose, but rather the cooperation, which stood out in the course of the circuit. This context can be associated with what Mar (2002) states when considering that games

they function as learning facilitators by causing a drop in the level of tension caused by contact with a new learning object and by making, as in the acquisition of L1, learning, simultaneously, individual and collective.

This finding is reflected in the two participants reports:

It is important to have collaborative games, because games that have competition for children end up not focusing on learning, but on competition. And here we end up focusing on what we are going to learn. This is very important. (R, intermediate course)

Most of the exercises we worked on as a team. (S, intermediate course)

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³ The speeches presented throughout the text are literal transcriptions of the interviews carried out.

The intervention proposed by the game, such as "Logical sequence of the family" allows the participant to search for relationships and memorize a vocabulary already learned. From the moment the player observes an image / sign printed on a card, which is the concrete level, he needs to make mental relationships, abstractions, to find a correspondence between the card, its signifier and its writing. These relationships demonstrate "the possibility that reality (the concrete) can be understood through abstract categories of analysis" (DAMIANI *et al.*, 2013, p. 60).

Thus, it is noted that it is extremely important that the printed game representation adds to the visual stimulus, making it another resource in the learning process. Since Libras is a visuospatial channel language, learning uses any visual stimulus to establish correlations. It is also evident the game importance instructor to perform a sign in Libras as a resource in addition to the printed image, because when transporting the image signal to the Libras' phonological parameters structure the player (student) has a better movement perception and non-manual expressions.

Participant A reports that in games

You already work on both writing and sign and you are doing a more complete teaching. (A, basic course)

This report confirms what the researcher Valadão *et al.* (2016) considers one of his contributions, emphasizing that

> For listening learners, it is necessary to improve a communication channel that is visual space. Sign languages do not use a written form, so linguistic inputs are limited to the speech production and understanding.
> Finally, we understand that the teaching and learning process involves specific dynamics that are specific to its modality, such as, for example, the development of visual-motor coordination skills, which, in turn, is not emphasized in the teaching of oral languages (p. 129).

Corroborating this discussion, we can also mention the intermediate Libras course participant S contribution, which also highlights the visual resources importance.

As Libras is a visual language, it favors more than 100% learning as we can also look and understand the part that is arbitrary and iconic. (S, intermediate course)

The playfulness character transposed in the games inserts the act of learning in a pleasant context, allowing the exchange of experiences without the fear of error or reprisals. Therefore, it can be inferred that a second language acquisition, especially Libras, through games contributes to a spontaneous learning process, since "through playful students will learn sign language more easily, since with playful resources the class is more pleasant and enjoyable to learn" (PIMENTEL; SABINO, 2014, p. 5). The error, in the traditional view of education, is not accepted, especially when it comes to the teaching / adults learning process, however, the game allows the error to be treated in a subtle way, allowing those who play to form new hypotheses.

This observation can be seen in the reports of participants A, F and R, collected after the circuit application, as shown below:

You go on doing it in a relaxed way and you're already learning. (A, basic course)

I associate the games we play. (F, basic course).

The pedagogical didactic games that you develop are very important in the fact that you bring together two important things for the education that is the ludic and the content. So when a person is learning a new language it is very important that the language is

applied for the person to learn more significantly. Because only in the classroom, listening to the content without applying it, the person cannot fully construct the concept. (R, intermediate course)

The central idea of this project was evidenced by the participants' reports, which was to give priority to games as a way to contextualize the previously established knowledge, since, from the moment the game is proposed, the requirement for vocabularies that, often, in the classroom context, they end up being forgotten. It follows that the union of learning signs minimized the fragmentation in just memorizing signs

The theory and practice paradigm can be found in the contribution of participant V, who adds:

Everything is practice. With us you end up practicing just more in the course, because you don't have contact with the deaf so you can end up forgetting the signs. If you don't use it, you don't remember. (V, basic course)

It is also important to mention that the activity sequence of proposed an ascending difficulty degree, since in the first game the frequency of signs use was small, whereas in the last game, greater vocabulary knowledge was required. About that, participants B and F found that:

I think it helped a lot to remember some things that I didn't remember anymore. And this sequence also made me learn some things that I didn't know and put into practice. (B, basic course)

I found the last game very difficult. I didn't remember anything. This association of you associating the hand configuration with the sign of something, of some verb, is very difficult. (F, basic course)

When the class learns in the family vocabulary, the SISTER sign, or in the food vocabulary the APPLE sign and in the color vocabulary the RED sign, the dynamization with games allows these vocabularies perception in a concomitant and provides the learner with the elaboration of a sentence, such as

My SISTER likes to eat RED APPLE.

This rescue type contributes to the various mental actions carrying out, from the vocabulary acquisition to the sentence formulation moment.

R's report, from the intermediate course, corroborates what is exposed above when stating that,

This game type favors because you are seeing and assimilating a word. So in a way it connects as if it were a mind control. Adapts to relate that word, with that sign. It is a visual reading. (R, intermediate course)

That is, in the educational environment,

by using playfulness as a teaching strategy, it effectively contributes to the development of the student's analytical-synthetic thinking, as well as to his active participation in learning, making it possible to advance in the construction of knowledge and the consolidation of skills (CASTRO; TREDEZINI, 2014, p. 174).

For such a process to take place, mediation by the teacher is essential, which also requires previously defined learning objectives to stimulate the formation and second language development. The mediation importance is seen in L's speech, by ensuring that:

That is why it is important to have a monitor to be able to correct and make the signs. In a small group the monitor is available to answer questions, to correct and we will learn the correct sign. (L, basic course)

It follows from this that the teacher mediation, combined with the practical use of sign language in a playful way, contributes to the emergence in his students "social attitudes such as respect, cooperation, obedience to the rules, responsibility sense, personal and group initiative" (CASTRO; TREDEZINI, 2014, p. 179).

Socially, these practices are indispensable for the elimination of the communication barrier between deaf and listeners, since the Libras spread contributes to autonomous accessibility in public and private environments, since without these actions, the deaf need the accompaniment of a Libras interpreter professional.

CONCLUSION

With regard to methodological adaptations in the educational field and in teacher training, we realized that the games contributed to the process of appropriating the linguistic structure of Libras, as well as to the use of vocabulary. This is noticeable, among other things, from the moment when the participants retrieve signs learned during the course through practical and playful activities, which allowed the participants to contextualize the knowledge. These adapted resources provided significant experiences for the participants. According to Kasdorf (2013), the use of the game allows for meaningful learning, because

> will be able to materialize more easily, since the situation becomes real: the learner has a context and a plausible reason to connect previous knowledge with new information – necessary for the game – and, thus, seize certain linguistic content in a lasting (p. 16).

Regardless of the age at which such a process is established, the teacher can rely on recreational activities that contextualize the signs in Libras. This fact is confirmed in the theoretical support researched and in the pedagogical intervention results described in this work.

We emphasize that the educational games can be adaptations of other standardized games such as the memory game, cards, dominoes, or even have an innovative character in their making and application, because regardless of the elaboration process, what is on the agenda is the objectivity and the application results, which, as evidenced, is of great value in mediating a second language learning

The proposal presented here is to have games in an interactive way to teach Libras as a second language (L2). We believe that such a proposition allows listeners to detach themselves from the oral / auditory channel and improve the perception and visual acuity that is required for learning a sign language.

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