



What Libras (Brazilian Sign Language) Interpreter Translator say about relationships with Mathematics teachers

O que dizem os Tradutores Intérpretes de Libras sobre a relação com os professores de Matemática

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RESUMO

O presente artigo apresenta parte da análise realizada na Dissertação de Mestrado da primeira autora, sob orientação do segundo autor, junto ao Programa de Pós-Graduação em Educação Matemática da Universidade Federal de Pelotas (UFPel). A dissertação abordou a atuação de quatro Tradutores Intérprete de Libras (TILS) em disciplinas de Matemática no Ensino Superior em instituições da região Sul do Rio Grande do Sul, a partir das entrevistas realizadas com eles, sob a perspectiva da História Oral. Aqui apresentamos, especialmente, algumas discussões relativas ao modo como os TILS interpretam a relação que têm estabelecido com os professores de Matemática nesse contexto educacional. Suas narrativas oferecerem à área perspectivas ainda não contempladas pelos educadores matemáticos, em função do lugar que ocupam no processo pedagógico e, desse modo, suas interpretações sobre a Educação de Surdos podem provocar um enriquecimento dos debates sobre o tema.

PALAVRAS-CHAVE: História Oral; Educação Matemática; TILS; Surdos; Inclusão.

ABSTRACT

This article presents part of the analysis carried out in the Master's Dissertation of the first author with the Graduate Program in Mathematical Education of the Federal University of Pelotas (UFPel). The dissertation approached the performance of four of Libras Interpreters (TILS) in Mathematics disciplines in Higher Education in institutions of the South region of Rio Grande do Sul, from the interviews conducted with them, from the perspective of Oral History. Here we present, in particular, some discussions about the way TILS interpret the relationship they have established with Mathematics professors in this educational context. Their narratives offer to the area perspectives not yet contemplated by Mathematical educators, due to the place they occupy in the pedagogical process, and, thus, their interpretations about the education of the deaf can provoke an enrichment of the debates on the subject.

KEYWORDS: Oral History; Mathematics Education; TILS; Deaf; Inclusion

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Introduction

In recent years the Brazilian researchers of Mathematical Education have been busy developing reflections on the teaching and learning of deaf students, so much so that in the last five years, 403,114 works, including dissertations and theses, have been defended, located by the keywords “Mathematical Education and deaf” in the CAPES Thesis and Dissertation Catalog, with 249,958 dissertations and 102,753 theses. In addition, 40 articles were published in scientific journals, which are available on the CAPES Journal Portal, located by the same descriptors.

Among the existing dissertations, we highlight Gil (2007) who found that students have serious difficulties with the Mathematics discipline due to the language used in the utterances and in the elaboration of contextualized problems, which are not commonly well interpreted by them.

Several articles and book chapters dealing with the theme have also been published, such as the chapter by Heloíza Barbosa (2009) that deals mainly with the influence of communication in relation to mathematics learning. The author, based on Zevenbergen, Hyde and Power, explains that the difficulty in mathematics for deaf students continues to university, particularly in solving mathematical problems. This is especially due to two central factors in the uneven performance of deaf and hearing children, namely: “1) the influence of language on the development of cognitive skills such as mathematics and 2) the schooling of deaf children, which perhaps it may not have the same quality as the education of the hearing child” (BARBOSA, 2009, p. 418-419).

However, in works of Mathematical Education it is still unusual for authors to include the perspectives of Libras Interpreter Translators (TILS)³ in their analyzes. A significant part of the work in the area ends up paying little attention to the discussions about the process of interpretation and translation of mathematics classes for these students, demonstrating little knowledge about the nature of the intervention of the TILS and the repercussion of their performance in the learning of the students. Deaf students.

In the classrooms, here thinking about Mathematics classes, we understand that the fact that TILS act as responsible for the mediation of communication between deaf and

³ We are not dealing here with Translator Interpreter of Pounds in general, but specifically that TILS that works in the educational field, also sometimes called Educational Interpreter (IE) (LACERDA, 2011).

listeners, this also gives them some responsibility in the educational process, although with a very different function from that attributed to the teacher.

We are not saying that it is up to the TILS to have the pedagogical responsibility relevant to the teacher, we are just recognizing that they are active agents in deaf mathematical education in inclusive contexts. Thus, we agree with Lacerda who, in a more general context, argues that:

It is not about taking the place of the teacher or having the task of teaching, but his performance in the classroom, involving educational tasks will certainly lead him to differentiated practices, since the object in this space is not only to translate, but also to favor learning by the deaf student (LACERDA, 2011, p. 33).

Such an understanding, however, is not very clear to all educators, especially those unfamiliar with deaf education. Thus, it may seem that once there is TILS in the classroom, the inclusion of deaf people is effectively contemplated, which differs from Lacerda's understanding that:

A school that wants to be inclusive needs to make room for the interpreter to participate in discussions of planning and organization of educational strategies, since deafness refers to a visual mode of apprehension of the world, which when respected / favored can enable greater opportunities for development. to the deaf person (LACERDA, 2010, p. 125).

From this statement by Lacerda, we want to highlight the importance of recognizing the Libras Interpreter Translator as a partner of the teacher, which would contribute significantly to the education of deaf students, especially as we understand that it is not a question of offering the deaf student an interpretation. literal of the teacher's speech, but an adaptation of the class to the deaf.

The presence of the interpreter in the classroom and the use of sign language do not guarantee that the specific conditions of deafness are contemplated and respected in the pedagogical activities. If the school does not pay attention to the methodology and curriculum proposed, academic practices may be quite inaccessible to the deaf student, despite the presence of the interpreter (emphasis added) (LACERDA, 2010, p. 128).

It is worth adding that, in the case of Mathematics Teaching, many terms do not have corresponding signs in Libras, which may hinder the performance of TILS that mediates communication between deaf and hearing and, consequently, the quality of the translation received by the deaf student, reflecting possibly on the teaching and learning processes.

In the particular situation of teaching math to deaf people, there is another element to consider: communication between deaf and hearing people. Even if the teacher knows LIBRAS, there is an added difficulty: the lack of specific signals for most mathematical terms. One of the most deficient areas is geometry (CASTRO, 2018, p. 37).

In the case of higher education, the difficulties encountered by TILS are no different from those of other levels of education. In undergraduate and postgraduate classes, the TILS do a work that involves translational referential competence, besides having to mobilize some knowledge of the content that makes it possible to understand the concepts that will be interpreted and thus enable the necessary mediation, as we will see.

In an attempt to approximate the debate between the Deaf Mathematical Education and the discussions on the translation and interpretation processes performed by the TILS, we present here part of the analyzes performed in the first author's master's dissertation (PORTO, 2019), regarding the performance of four TILS in Mathematics subjects in Higher Education in institutions in the southern region of Rio Grande do Sul.

It is noteworthy that there are still few works in Mathematical Education that contemplate the perspectives of TILS, despite the quite expressive number of works that discuss the pair “Mathematical Education” and “deaf”, as already mentioned. In this sense, Oral History enters as an important theoretical-methodological perspective to make this dialogue between Mathematical Education and Libras Interpreter Translators, as in the case of this research in which we proposed to listen to them and bring their narratives⁴ about what it is like to act. in math classes. In our understanding, including them in the debate is of interest to mathematics education, since they participate in the pedagogical process in mathematics classes with deaf students.

Before moving on to what TILS tell us about their relationship with mathematics teachers, we highlight some theoretical-methodological aspects of Oral History that we consider, starting with the understanding of what Oral History is, and which is close to Garnica's understanding. in this regard.

A qualitative research method that does not generally differ from other qualitative methods: it shares with them some of the most essential and elementary principles, but differs from them by having, among their initial expectations, not only to tie understandings from descriptions, but to constitute “historical” documents, records of the other, “provoked texts”. [...] Therefore, they are always potential historical sources, and it is up to someone to make use of them like this or not (GARNICA, 2008, p. 130).

⁴ We understand narratives as well as Rios: “[...] narratives are considered as elaborations produced by the interviewees about what they lived and which are impregnated [...] by the meanings that they attribute to them in the present tense. Moreover, it must be said that such elaborations are produced during occasions (the interviews) when a certain tension is established, either by social constraints that still regulate the interviewee, or by the presence of an unfamiliar listener (researcher)” (Rios, 2016, p. 1225).

A very important aspect of Oral History is that it is concerned, though not exclusively, with giving visibility to subjects who go unnoticed in the more traditional public discourses. In this sense, Souza e Silva clarify the role that can be played by Oral History:

It is a fact that the document itself says nothing, and so it is possible to look at different types with different looks, and to shift attention from the center to the margins. However, the records of yore are commonly left by those who had some prominent position in society. What about the other participants in the story? In this sense, oral history can make contributions. Understood as a significant practice for the expansion of sources other than those considered official, such as “true” enables work with multiple perspectives (SOUZA; SILVA, 2015, p. 36).

Thus, although the object to be approached does not constitute a theme about the past and does not require a historiographic operation, Oral History proposes to work with a multiplicity of narratives, not focusing only on the perception of a group about what happened but allowing other versions to be narrated and reach public discourse.

From this understanding, we conducted interviews with TILS, social agents participating in Mathematics Education for the deaf, who told how they felt and feel when they are part of this process, when interpreting Mathematics classes in Higher Education.

In the material produced from the interviews⁵, TILS mentioned various aspects of their performance in mathematics classes, such as the relationship with their fellow Libras Interpreters, teachers, deaf students and the work they do also outside the classroom, in preparation for their action.

Here, we will present specific aspects of what TILS said about their relationship with mathematics teachers. More specifically, about the negotiations required to carry out the didactic action, a process that involves different professionals with different pedagogical roles, the teachers and the TILS.

The importance of contemplating the speeches of the TILS is justified since their narratives can offer to the area perspectives not yet contemplated by mathematical educators, due to the place they occupy in the pedagogical process and, thus, their interpretations about Deaf people can bring interesting provocations to mathematics education.

What did the TILS say?

⁵ The textualization of the interviews is in full in Porto (2019).

What we present, for the reader, are the reflections we made about the point of view of the TILS⁶, regarding the daily work of mediating communication between the listening teacher and the deaf student, in mathematics classes, highlighting the relationships established between these two pedagogical agents, as they emerged during the interviews.

Joseane, referring to her experience, tells how she sees TILS's relationship with the teacher.

Unfortunately, the teacher is not yet used to working together with the Libras Interpreter, as in the classroom the Interpreter is your partner and if the Libras Interpreter does not translate the teacher's class well then it will not be understood by the deaf student. This understanding is still lacking by the teacher (Excerpt from Joseane's narrative, PORTO, 2019, p. 55).

The importance of interaction between TILS and the teacher is a significant theme for Joseane, who considers that TILS is not an isolated agent in these deaf teaching and learning processes. For her, this lack of understanding by some teachers is due to the fact that some of them are not used to working with TILS yet, and therefore do not understand that TILS is their working partner and not a rival.

A class that involves the deaf student, in order to work, needs the involvement of all agents involved, because TILS is a professional who, alone, does not completely solve the educational issues of these students, since, for inclusion to be effectively realized, articulation of more than one professional is required.

The necessary articulation between the teacher and the TILS - or IE, as some authors prefer - is a recurring theme in the field of Inclusive Education, which reinforces Joseane's narrative, as can be noted in Lacerda's argument:

[...] It's not about IE replacing the role of the teacher. The teacher is responsible for the planning of the classes, for deciding what are the appropriate contents, for the development and evaluation of the students, however the IE knows well the deaf students and deafness and can collaborate with the teacher suggesting activities, indicating processes that have been more complicated, working in partnership, aiming at a more harmonious inclusion of deaf students. [...] IE has an important task in the school space, its role and modes of action deserve to be better understood and reflected. The inclusion of the interpreter does not solve all the educational problems of the deaf, it is necessary to think inclusive education, in any teaching level, and in a broad and consequent way. (LACERDA, 2011, p.34-35).

That is, there is no doubt that the performance of this professional is different from that of the teacher, whose importance is not even questioned. Both have an important place in

⁶ All research participants expressly authorized the identification of their names.

this educational process, but due to the peculiarity of the deaf students, an action of mediation between the listening teacher and the deaf student needs to be done and, therefore, “their role and modes of action deserve to be better understood and reflected”, as stated by Lacerda.

TILS participates in the pedagogical process with attributions that go beyond that of “bringing” the “sign-word”, since there is a linguistic, cultural and pedagogical commitment when it involves deaf students. Thus, we consider that he could also give his opinion on the proposed activities, thinking about a better linguistic and cultural adaptation of the content. We are understanding that the performance of TILS and the teacher are thus interdependent in deaf education.

Just inserting a Libras Interpreter Translator into the classroom, without further interaction with the teacher, will not effectively enable inclusion. Ensuring the presence of a TILS in a class with deaf students is not the point of arrival, but the starting point for education to be minimally accessible. This issue is also reinforced by Nogueira and Borges (2018) who had already identified from other references that the approximation between the Libras Interpreter Translator and the teacher does not always exist, and that a distance between these agents is more common.

This theme is not new in the area of translation and interpretation, as it has been addressed by several researchers who recognize the need to value TILS as a member of the educational team so that the professional can collaborate in the teaching and learning process of deaf students (FERREIRA; ZAMPIERI, 2010).

Of course, interaction is not automatic, it is a complex process that involves trust and respect for the role played by TILS. Perhaps it is one of the biggest challenges in establishing a partnership between educators and TILS, largely due to the lack of knowledge about the competency and responsibilities of a professional Libras Interpreter.

In the case of the participants of the master's research, carried out by the first author (PORTO, 2019), this distrust appeared especially in the case of TILS with training in the field of practice, that is, in Mathematics. What could represent a facilitating element of TILS's performance eventually established, in the experience of some interviewees, two circumstances of distrust.

The first circumstance in which the teacher's distrust regarding the performance of the TILS appears was told by Maitê, who recalls that the teacher did not want a TILS in mathematics to stay in the classroom with the deaf student at the time of evaluation, for fear of passing glue to the student: “[...] because the TILS had training or had ownership of the

content and at the time of the test did not want to stay with her because they thought the Interpreters would pass the content or, finally, pass glue to this student ”(Excerpt from Maitê's narrative, PORTO, 2019, p. 131).

The second circumstance was told by Daniel, when narrating the way he, due to the fact he also had a degree in Mathematics, was seen as a “supervisor” of the class, that is, as someone who kept judging the teachers' work: “I I feel that people think I'm taking care. I feel this, that people may feel uncomfortable knowing they have someone with the same background as them in the classroom” (Excerpt from Daniel's narrative, PORTO, 2019, p. 100).

Our interpretation is that this distrust appears due to the distance between these professionals. If they were close, if they interacted in planning, if educators understood better the role of TILS, its responsibilities and its code of ethics, perhaps none of this would happen; on the contrary, it would be easier for them to act as partners.

Daniel, in order to assuage this distrust, says that he tries to make as clear as possible for the teacher who teaches mathematics what his role as Libras Interpreter Translator is:

[...] my role is as an Interpreter [...] I always try to make it clear that I'm not here to take care of anyone's class [...] If the teacher says something, that I know it's wrong, I will translate as the teacher said, and I will not intervene at all in his explanation, because, in fact, the class is his. (Excerpt from Daniel's narrative, PORTO, 2019, p. 100).

In addition to mistrust, the lack of familiarity of some educators with TILS still leads to confusion about their role. For example, Bianca tells of a circumstance in which she had to explain that she could not do the “double” work with the deaf student:

There was a situation in the Statistics discipline where the students had to form groups, he [the deaf] already had some disapprovals, so the deaf had no steady colleagues where people knew and knew him, and it was a practical and the teacher said to me:

- You can do it with him, right?

- Sorry, I can't!

The teacher followed up and at the end of the class I stayed to talk with him and went to explain:

- Not! I understood! No problem! If you did it would be like giving him glue, right?

I didn't need to get into this much, by the time I refused, she already understood that it was not by any kind of "whim", but that I was part of that process. (Excerpt from Bianca's narrative, PORTO, 2019, p. 81).

Maitê mentioned another problem that occurred in his experiences as TILS, in Mathematics subjects in higher education classes, the transfer of responsibility. At times, out of fear or lack of knowledge about deafness, she says that a teacher tried to transfer to a

colleague with a degree in mathematics, the responsibility of solving activities of the discipline:

At times I remember that the teacher tried to transfer the responsibility to the Interpreter:

- Ah, try to solve that, because you have training in the area. Try to do such a thing. With me it did not happen, because, finally, I had no training in the area and if you had said something to me, I would say:

- Well, but here I am Pound Interpreter it is the other shift that I work as a teacher! This may well contribute, but here my role is not that! (Excerpt from Maitê's narrative, PORTO, 2019, p. 130-131).

The transfer of responsibility does not occur only between teachers and TILS. According to Rosa (2014), it is the competence of the Mathematics teacher to teach the contents of Mathematics, but sometimes the teachers transfer this responsibility to the professionals of the Specialized Educational Attendance (AEE), who work in the Multifunctional Resource Rooms (SRM), aimed at to people with disabilities.

The interviewees also mentioned cases in which the partnership between teacher and TILS has been constituted in a stronger, qualified and interactive way, showing a mutual cooperation, as Joseane tells us:

Already here at UFPel it was very cool, because I remember that I had a discipline in Informatics that involved calculations, so I had "because it was negative, it was positive", I used a Mathematics base to work in the Computer system and I remember that we asked the teacher:

- Whenever you go to make the slides, put such a thing in blue and such a thing in red that we have already combined with the deaf that always when it is this color (I do not remember what we had agreed), but always when it is such color, we will use such logical reasoning Mathematical. If you are going to use another color, that is the reasoning.

So, he:

- OK! All well.

Then one day he came to class and said:

- Oh girls! I'm sorry, I made the slides and made the colors changed, but now I wrote it down and next class I'll do it differently!

So, it was really cool, because this relationship was more than understanding. Our work is together. The Cuban teacher took the practice of putting the formulas in a corner of the board and getting the formulas from that corner and always in the middle of class he asked if everyone understood, turned to us and asked if the deaf was understanding too. The deaf man said he was, I don't know if he was, but he said he was. So, then, they were already different from the classes I translated in other institutions (Excerpt from Joseane's narrative, PORTO, 2019, p. 59-60).

This case mentioned by Joseane is emblematic of the relationship of trust and respect that can be established between teachers and TILS, and how much such partnership makes a difference, for offering the professional a more effective working condition and, consequently, improving the education offered to them. the deaf student.

Another example of a favorable situation, in which the interaction between the teacher and TILS was quite satisfactory, occurred with two Libras Interpreting Translators who were going to work in class and were trained in Mathematics. Daniel was one of those TILS:

It happened once, in a Calculus discipline, that I thought it was funny, because it was kind of a rotation of Interpreters translating the discipline, and then, the day I went, it was the second day of the discipline, and it was with another pair. And then, on the first day, a colleague who had a degree in mathematics had gone and the colleague introduced herself and said:

"I'm the girl and I'm a math graduate."

The other day I went, I did the same presentation, I said:

- I am Daniel and I have a degree in Mathematics and in your class, I will be the Interpreter.

And the teacher's comment was:

- Wow! Are all Interpreters here trained in Mathematics? That's Cool!

This was actually a coincidence. We tried to organize the schedule as an Interpreters Section, so that the Math Interpreters would translate the Math classes. But it is not something that always happened. Just as I can translate a letter class, a letter professional can translate the math class. But I found it very funny, because the teacher made a comment like: "Wow! All people are now Math Interpreters! They are math teachers who will translate my classes!". I found this interesting. Like it's a pretty common thing, and I realize it's not. I only know two people who are trained in Mathematics and who are Interpreters. And I only know of one person who translates, even though an interpreter, the other person is just a teacher. (Excerpt from Daniel's narrative, PORTO, 2019, p. 100-101).

The above passage reflected a situation in which training in the area was viewed as positive, differently from the experience mentioned above. Instead of the teacher feeling supervised or thinking that TILS could give glue to the deaf student, she found it interesting that the professionals who would work in her class had training in the area, including showing satisfaction in having this team.

One of the interviewees also argues that this interaction, that is, this action as a team, should advance, extrapolating the context of the classroom. Let's see what Daniel says:

The teacher has a deaf student, so he has a part of his workload to go talk to the Interpreters and the Interpreters have a part of the workload, besides the study, also to talk to the teacher every week [...] Even to study with the teacher, because, for example, if the person is not trained in Mathematics, the person needs to have someone who is from the area to make conceptual explanations, which on paper do not bring, however much I read a text, text is not the same as a teacher sitting with me and studying and explaining what that concept means. So, in this space, I believe that this gap still exists, but I hope that in the future it will be overcome, that we can achieve that too (Excerpt from Daniel's narrative, PORTO, 2019, p. 104).

According to him, it would be of great importance that, in the organization of the planning time of the deaf students' teacher, it should be possible, in addition to his other activities, a time to participate in conversations with the TILS of his discipline. Also that they could solve doubts of the TILS, when necessary, and carry out with them the planning of certain didactic interventions.

The theme "relationship with the teacher outside the classroom" was still the subject of several considerations of the interviewed TILS, who understand that their working hours do not happen only during the classes. As for teachers, as mentioned by one of the interviewees: “[...] we are not interpreters only within the classroom [...]” (Excerpt from Bianca's narrative, PORTO, 2019, p. 74).

However, what drew attention in the TILS narratives was the difficulty they said they had in meeting with the teachers, usually explained by their professional demands.

This lack of articulation with the teachers outside the classroom leads to some difficulty in preparing the TILS, as Maitê says: “The classroom is a box of surprises, I can read the text, prepare myself for that text and the teacher comes up with another proposal in the classroom” (Excerpt from Maitê's narrative, PORTO, 2019, p. 119).

Another TILS tells us, in an excerpt from the interview, about his attempts to prepare himself: “I had classes that were unpredictable, we didn't know exactly what the teacher was going to do” (Joseane's narrative, PORTO, p. 54).

Daniel reports that sometimes TILS try to answer some questions about certain mathematical terms before or at the end of the class, but this is not always possible:

After class, usually, if I don't understand something, I talk to my classmate, I try to talk to the teacher, if I can't translate something from the class. Sometimes there is time, sometimes there is no time to make this conversation with the teacher, because in many cases we leave one class and go to another. But it is a process, usually more anticipated, trying to prepare before, after class has no time to talk [...] There is no day to day. We can't talk, because the teacher comes from another class, we come from another class, or if it's the first class of the day at eight o'clock in the morning, we can't come much sooner to say: “Look, let's talk sooner” (Excerpt from Daniel's narrative, PORTO, p. 93; 103).

Daniel mentions the difficulty in being able to talk to the subject teacher because, both TILS and teachers go straight from one class to the next, not allowing some correct translation. Even when the class is in the early morning or late at night it has not been usual a few minutes of conversation outside the classroom for these adjustments, as Bianca says: “[...] There are some subjects that happen in the night shift, this is more complicated, because the discipline ends at 10:30 pm, the time we let go [...]” (Excerpt from Bianca's narrative, PORTO, p. 75).

Thus, it seems that a more reasonable alternative, as was indicated here by one of the interviewees, is that both teachers and TILS have provided, in their work charges, a time for conversations regarding the care of the deaf student.

Without advancing the question, it must be considered that, even if there were such moments, in relation to certain contents of higher mathematics, a quick conversation would not solve the difficulty of elaborating a translation, given the very difficulty of TILS in reaching the necessary understanding. Moreover, it does not seem to us a simple or quick task, in these cases, the production of audiovisual resources and / or summaries that could act as support material for the students.

Final considerations

Many people may still think that Libras Interpreter Translators have nothing to say for Mathematical Education regarding teaching deaf people in universities. However, this is not the case: dialogue with these professionals on the subject may offer other perspectives not yet contemplated by mathematical educators, due to their place in the pedagogical process. In this sense, we consider that what the TILS have to say can cause an enrichment of the debates that are already being made in the area, as it points to many other reflections arising from their perspective.

Here we highlight what our interviewees addressed about their relationship with the mathematics teachers in the higher education institutions in which they work, and, among their narratives, we highlight, for example, how they interpret the difficulties of interaction with some teachers of higher education. Mathematics, explained in part by the lack of familiarity with these professionals.

It was also remarkable that the fact that some of them had a degree in Mathematics did not always facilitate the relationship with the subject teacher. On the contrary, it was mentioned that, precisely because they recognized that the TILS had mastery of the content, they were viewed with suspicion or as a threat.

Such interpretations can provoke us about the way we have been dealing with this pedagogical agent, sometimes, from the perspective of our interviewees, without knowing to what extent they can help us in the teaching process of these students, surpassing a relationship that they usually only attribute to them. the role of "bringing" the "word-sign". As we were told, to effectively include a deaf student, sometimes linguistic and cultural adaptation of the content is required.

Interviewing TILS also enabled us to identify that their performance is not restricted to the mediation of communication during mathematics classes, but includes previous studies and production of support material, steps taken outside the classroom.

Finally, when the Libras Interpreter Translators tell about the interpretation of Mathematics classes, they lead us to think about how Mathematical Education for the Deaf has viability problems that need to be reflected and discussed by integrating everyone involved in the education of these students.

Finally, we did not come to propose solutions to better articulate the partnership between teachers and TILS, highlighting only one alternative indicated by one of the interviewees, which points to the possibility of teamwork, teaching and TILS, also outside the classroom. However, we recognize that this is not a possible solution in the short term, or one that can be implemented without institutional investment to make it possible.

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