


ANALYSIS OF TRANSLATION PRACTICES FOR THE LINGUISTIC PAIR OF BRAZILIAN SIGN LANGUAGE (LIBRAS) AND PORTUGUESE LANGUAGE

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Célio Roberto Moreira¹, Marinez Meneghello Passos² and Sergio de Mello Arruda³

ABSTRACT

In this article we present the results of an investigation that sought to answer the following question: How does the Translator and Interpreter of Libras and the Portuguese Language (TILSP) select his translation choices? In search of the above, interviews were conducted with five translators from one of the Regional Education Centers in the state of Paraná. The fourteen technical translation procedures cataloged by Barbosa (1990; 2020), for oral languages, were used as *a priori* categories based on the methodological procedures indicated by the Discursive Textual Analysis (DTA). Among the fourteen technical translation procedures assumed, when the interviewees interpreted the sentence presented in the direct direction, five of them were selected. When considering the example sentence presented in the interpretation process in the reverse direction, nine translation procedures were found. In addition, it was found that "word-for-word translation" was the most chosen by our interviewees.

Keywords: Brazilian Sign Language (Libras). Portuguese language. Translation strategies. Direct translation. Indirect translation.

¹ Master's Degree in Teaching from the State University of Northern Paraná (UENP)
Pedagogical Teacher of the Municipality of Santa Cecília do Pavão (PR)
Email: celiormoreira@gmail.com

ORCID: <https://orcid.org/0000-0003-4279-5174>

² Bachelor and Degree in Mathematics and Doctor in Science Education
State University of Londrina (UEL)
State University of Northern Paraná (UENP)
Emails: marinezpassos@uel.br and marinez@uenp.edu.br

ORCID: <https://orcid.org/0000-0001-8856-5521>

³ Bachelor in Physics and Doctor in Education
State University of Londrina (UEL)
E-mail: sergioarruda@uel.br

ORCID: <https://orcid.org/0000-0002-4149-2182>

INTRODUCTION

The profession of Libras and Portuguese Language Translator and Interpreter (TILSP) is regulated in Brazil by Law 12.319/2010 (Brasil, 2010). On October 25, 2023, through Law 14,704/2023, there was a crucial change in the text of this legislation, which deals with the professional practice and working conditions of the translator, interpreter, and guide-interpreter of the Brazilian Sign Language (TGILSP) (Brazil, 2023). This professional has the competence to manipulate two languages: the Brazilian Sign Language (Libras) and the Portuguese Language, and we will adopt the acronym TILSP to refer to him.

The PSIL performs two distinct functions: translation and interpretation, which will be detailed throughout the article and which we consider during the development of the research. Libras, whose modality is visuospatial, and the Portuguese Language, whose modality is oral-auditory. Although both modalities involve the transmission of information from one language to another, the process of carrying out each is different.

During the investigative process, we focused on the translation function and how the TILSP makes its translation choices. According to Santos (2023), many Libras and Portuguese Language Translators and Interpreters (TILSPs) start working without knowing the particularities of their linguistic pair. According to the author, translators work with two languages: Libras and Portuguese, needing to master the linguistic knowledge of both languages, because, when they have access to information from the Portuguese language in the oral or written modality, they have to signal what they have heard or what they have read to their target audience, a process called by Rodrigues (2018) as interpretation/translation in the opposite direction. Another situation is when these professionals visualize a Deaf⁴ person signaling Libras and need to bring visual information to the oral or written Portuguese language. This process is presented by Rodrigues (2018) as interpretation/translation in direct direction.

Due to the lack of this training in the study of the translation indicated by the aforementioned authors (Santos, 2023; Rodrigues, 2018)), some professionals are unaware of the terminologies and directionalities of translation and are unable to recognize,

⁴ According to Moura (2000), the new category of cultural identity 'Deaf' with the capital letter S, indicates the subject who makes use of the Brazilian Sign Language and experiences the world through his visual experiences, having a culture different from oral languages, opposing pathological thoughts.

in their translation/interpretative act⁵, how to select translation strategies⁶. In this way, certain translation choices are signaled and spoken in inopportune situations, which can bring linguistic damage to the Deaf student at school or in other spaces of society in which Libras is used.

Given the above, briefly, so far, we have prepared the following research question: How does the Translator and Interpreter of Libras and the Portuguese Language (TILSP) select his translation choices? To this end, we assumed as *a priori categories* the fourteen technical procedures of Barbosa's translation (1990, 2020), as we believe, like the aforementioned author, that having clarity in translation choices means having an understanding of the fourteen possibilities of translation and interpretation listed below: word-for-sign translation; literal translation; transposition; modulation; equivalence; omission; explicitness; compensation; reconstruction of periods; improvements; transfer; decal; explanation; adaptation.

Below we present explanations about the profession of translator and interpreter, translation strategies, methodological approaches, conclusive considerations about what we develop and what we investigate.

THE TRANSLATOR AND INTERPRETER OF LIBRAS AND PORTUGUESE: SOME CLARIFICATIONS

According to Pagano and Vasconcellos (2003), the historical context of interpretation is one of the oldest activities of humanity, with records since time immemorial, when there was a division of languages in the sacred scriptures, according to the Judeo-Christian faith, which contributed to the record of interpretation, as indicated in the book of Genesis 42:23 (Bible, 1982): "José always used an interpreter to talk to his brothers and, therefore, they did not know that José understood his language". It can be said that interpreting emerges as a human activity long before translation, as "interpreting is an ancient human practice" (Pöchhacker, 2016, p. 41).

For the Libras-Portuguese language pair, interpretation is an immediate action that the TILSP needs to hear, read or see the source language and then select its translation choices and produce its text for the target audience. This understanding is in line with the

⁵ Translating and interpreting are different functions, and we will explain them in the section that deals with the specifics of the TILSP profession.

⁶ We have also inserted in this article a specific section on translation strategies.

thinking of two theorists of translation into Libras-Portuguese Language. Rodrigues (2018) states that interpretation happens under the pressure of time. The TILSP hears auditory information or visualizes signaling and needs to immediately produce the information being transmitted. Santos (2020, p. 36) states that "interpretation involves an oral text that is being produced in a continuous flow, without a fixed register, that is, after its production, the text immediately falls apart".

Translation, according to Campos (1987), has its first records in the third century when the sacred scriptures were translated from Latin into other languages and a word from one language was replaced by another word that was the same or similar. This model of translation begins with St. Jerome (Catholic patron saint of translators) in religious environments, who states that the translation needs to be word for word, because "in the sacred scriptures [...] the very order of the words constitutes a mystery" (Campos, 1987, p. 18). Also in Campos (1987), there is another famous document of the translation activity of antiquity: the Rosetta stone⁷.

When considering the Libras-Portuguese language pair, translation differs from interpretation, since it is not an immediate action and its process of translation choices has time in its favor. The TILSP, upon receiving an oral, written or signed text, can study the material, look for signs on the *internet* or request help from a more experienced TILSP. The translation can be corrected and then the text to the target audience will be delivered. According to Hurtado Albir (2005), translation is not the mere substitution of a word for a sign. Translation occurs when the professional has anticipated contact with the text or other material to read and, thus, performs it.

Both practices have been fundamental for communication and the exchange of information between different cultures and languages throughout history. Interpretation and translation are essential activities today, allowing effective communication in various contexts, including diplomatic, scientific, technological, and educational contexts.

According to Pagura (2003), the presence of interpreters, both of oral and signed languages, dates back to antiquity. In the sacred writings in Genesis 11, the tower of Babel was built by Noah's descendants after the flood. This passage demonstrates the emergence of the linguistic multiplicity that we have today, requiring the figure of interpreters.

⁷ Fragment of basalt, found in 1799 in excavations bathed by the branch of the Nile River.

The TILSP profession, as well as its formation, underwent concrete changes after the enactment of Law 10.436/2002 (Brasil, 2002), which recognized Libras as a language. After this period, there was a need to hire professional Libras interpreters, especially for the educational context. He is the professional responsible for manipulating two distinct languages: one oral-auditory, the Portuguese language, and the other visual-spatial, Libras. The interpreter is responsible for performing two main functions: translation and interpretation, in which he must ensure the accessibility of communication between deaf and hearing people.

Santos (2023) states that Bill 4.673/2004 (Chamber of Deputies of Brazil, 2004) was the first to legally recognize the profession. In this provision, the Libras interpreter, for the exercise of his profession, should be qualified with a higher education degree, and the Bachelor's Degree in Letters-Libras only came to be completed in 2008, bringing losses to the hiring of these professionals. The following year, 2005, another Bill 5.127/2005 (Chamber of Deputies of Brazil, 2005), dealing with the same theme, was forwarded by another deputy, but both did not advance in the plenary.

According to Law 10.436/02 (Brasil, 2002), there was a great demand for work for Libras interpreters and it was necessary to certify these professionals. Before the creation of the higher education courses of Bachelor's Degree in Letters-Libras and the recognition of the profession of the TILSP, the regulation to act professionally, according to Decree 5.626/2005 (Brasil, 2005), required the professional to participate in the evaluation board of the National Program for the Certification of Proficiency in the Use and Teaching of the Brazilian Sign Language – Libras and for the Certification of Proficiency in Translation and Interpretation of Libras – Portuguese Language (PROLIBRAS), now extinct, this being one of the ways to ensure the quality of the training of these professionals and ensure that they had the necessary skills to work in the area. However, this was a palliative measure based on Decree 5.626/2005 (Brasil, 2005), being enacted with a start and end date (2005 to 2015). For those who could not attend the Bachelor's Degree in Letters-Libras, their certifications were under the responsibility of the Center for the Training of Education Professionals and Assistance to People with Deafness (CAS) and the National Federation for the Education and Integration of the Deaf (FENEIS), which held proficiency boards, formed by Teachers, TILSP and Deaf, for the certification of professionals who would work with Libras (Brazil, 2005).

After the creation of the Bachelor's Degree in Letters-Libras in 2008 (Brasil, 2010), there was recognition of the profession of Libras Interpreter. In continuity, the Statute of Persons with Disabilities brought some advances in the discussion of accessibility and in article 28 of Law 13.146/2015 (Brasil, 2015), stating that TILSPs, who work in the classrooms of higher education courses, must have, as a priority, a higher education course of Bachelor's Degree in Letters-Libras. Bills 9.382/2017 and 5.614/2020 (Brasil, 2017, 2020), conducted and defended at the initiative of three federal deputies with disabilities, were presented, modernizing the regulation of the profession of the TILSP, as well as of the translators, interpreters and guide-interpreters of Brazilian Sign Language (TGILSP). Finally, in 2023, Law 14,704/2023 (Brasil, 2023) regulated the working conditions of TILSP professionals and the recognition of the TGILSP.

TRANSLATION STRATEGIES

Research in the area of translation and, by extension, interpretation began timidly in Brazil, after the enactment of Law 10.436/2002 (Brasil, 2002), which recognized Libras as the "official language of the Deaf community", pointing out in its Article 1 "the peculiarities of the Brazilian Sign Language, emphasizing its power of communication and expression" (Santiago *et al.*, 2025, p. 10412).

Before this document, the area of translation/interpretation for the Libras-Portuguese language pair was still neglected and lacking in research, because, until that moment, there was no higher education course for TILSP training. In this sense, according to Venuti (2020, p. 1) provides on the subject, as follows: "Although interpretation, as a form of mediation across linguistic and cultural borders, has been fundamental in human communication since the beginning, its recognition, as something to be observed and studied, is relatively recent".

The contribution of Venuti (2020) is important, as it highlights that interpreting is a highly specialized activity and demands its research area. This is especially relevant for interpreting in Libras, one of the modalities of translation studies, which is quite particular and requires a specific set of skills and knowledge. TILSPS must know the linguistic and terminological specificities of the Libras-Portuguese language pair. This is because these particularities have important implications for their performance, as well as for the training of qualified professionals who are aware of the demands of the deaf community. In addition, the fourteen translation/interpretation strategies exposed by Barbosa (1990), and

adapted by Santos (2020), in the course *Traduz aí* (2020), need to be studied and understood by TILSPs and researchers in the field of Libras. Knowing such strategies can allow a better understanding of the nature of interpretation/translation in Libras-Portuguese Language and the specificities they present. According to Jakobson (2010), 'translating' is not simply the substitution of the word for a sign, a two-way relationship, minimalist thinking that translating is the mere substitution of a word for a sign. The TILSP needs to be aware of its translation choices and know how to select them.

According to Gile (1995), the translation and interpretation process is composed of three efforts: the first, listening to the message and decoding it; the second, to choose one of the fourteen translation strategies; the third; memorize, in the short term, and save the information, to mobilize it. Such translation choices are made in a short interval of time, observing the automatism that 'translating' is only the act of translating words. By the way, the area of translation studies for Libras and the Portuguese Language provides tools to improve translation skills and competencies and check the importance of choices in the interpretation and translation of messages.

It is worth remembering that to carry out research in the area of translation into Libras and the Portuguese Language, the TILSP can emerge in a welfare context, known as the *Ad Hoc interpreter*⁸. Many began their studies in churches or associations of the Deaf, which are not sufficient for professional performance, because, according to Santos (2020) and Quadros (2021), the observation of the methodological process by semantic field and the absence of grammar in these courses are factors that can interfere so that the future interpreter does not acquire the necessary linguistic knowledge. Scenarios that can contribute to many professionals having difficulties in interpretation, in the direct direction that consists of seeing the sign in Libras and speaking (Magalhães Júnior, 2007).

Based on the contributions of Santos (2020), Quadros (2021), both in *Traduz aí* (2020), and Magalhães Júnior (2007), it is stated that knowledge of the language alone is not enough to develop the necessary translation competence. Consequently, many translators and interpreters of Libras and the Portuguese language prefer to work in the reverse direction, that is, listening to information from the Portuguese language to signal to the Brazilian Sign Language, which results in an asymmetry in the direction of the

⁸ A person fluent in sign language, who arises from a welfare or religious context and who starts working without academic training to accompany a Deaf relative in schools.

translation, since in their initial courses they were not trained for interpretation in the direct direction.

The professional translator and interpreter of Libras and the Portuguese Language, as we have already seen, is responsible for making the linguistic mediation between two languages, one visuospatial one, Libras, and the other oral-auditory, the Portuguese Language, and can use translation and interpretative strategies. In the school environment, interpretation is the most used by these professionals, being the moment when the professional will listen to the information of the teachers and make their choices of translation strategies to interpret the teacher's speech for the Deaf student, this action being called interpretation in the opposite direction. When the Deaf student needs to communicate with the teacher, the TILSP interprets the visual cue for the orality of the Portuguese language, and this procedure is called interpretation in direct directionality, both nomenclatures presented by Rodrigues (2018).

According to Hurtado Albir (2001), translation is an activity that is closely linked to interpretation. Translation is an interpretative process, which consists of the reformulation of a text in another language, which is developed in a social context, with the purpose of communication. The main difference between translation and interpretation is the process of realization. While translation allows the translator time to consult vocabularies and ask for help from other professionals, interpreting requires the interpreter to deliver his product simultaneously after listening, reading, or seeing the source text. Also according to Hurtado Albir (2005), translation is a complex process that involves more than the replacement of the word by sign. On the contrary, translation requires the reformulation of a text in another language to convey the meaning of the original text, giving rise to the dilemma: 'every translator is a traitor'.

Therefore, according to Rodrigues (2013, p. 38), interpretation is performed "under time pressure" and is called simultaneous interpretation. In this process, the TILSP must orally interpret or signal the speech in real time, without the possibility of later revision or correction. In turn, Santos (2020, p. 36) points out that "interpretation involves an oral or signed text that is being produced in a continuous flow, without a fixed register, and after its production the text immediately falls apart".

Another demand for translation/interpretation that may arise for the TILSP is that sign languages are not unwritten, they have three possibilities of written registration of signs: the first is the *signwriting* developed by Sutton (1996), in Denmark; the second is

the Written Sign Language (ELI), a system developed here in Brazil by the researcher Barros (2007, 2016); the third, the Sign Writing System (SEL), was developed by Professor Lessa-Oliveira (2012). In Libras, none of the three sign writing systems is socially known due to lack of dissemination, so to transcribe the signs, the gloss is usually used, which are the graphemes of oral languages, being produced in capital letters through the Portuguese language. To make the translation or interpretation clearer and less mechanical for the target audience, specific technical procedures for translation are used. These tools are essential to ensure the quality and effectiveness of TILSP's work. This is where translation strategies come in.

Technical translation procedures play a key role in raising the quality level of a translation or interpretation, making it less mechanical and more accessible to its target audience. Many TILSPs who do not have specific training in the area, when asked about the methods they employ in their work, often offer simplistic answers, limiting their choices to simple word substitutions.

However, the task of translation goes far beyond this superficiality. During the translation process, the translator is faced with a text written in a source language, full of intentions and nuances of communication. Your responsibility is to transfer these intentions to a new text in the target language, preserving all the subtleties and nuances of the original message. To accomplish this task, skills and the use of various translation techniques are required.

Therefore, the role of the translator is not limited to the simple substitution of words, but rather to an understanding of the content, context and intentions of the author in the source language. Only through the proper use of translation techniques, such as cultural adaptation, careful lexical choice, and recreation of enunciative intentions, is it possible to produce a new text that is faithful to the original message, while being clear and accessible to the target audience in the target language.

When examining the practice of translation throughout the translation process, it is evident that translation problems and difficulties arise that the TILSP has to face. At this point, it is crucial to resort to specific technical procedures to overcome these issues. Based on the contributions of Barbosa (2020), we will present the fourteen translation techniques separated into four categories, intended to support the work of TILSPs.

Chart 1 shows the *Categorization of technical translation procedures* (Barbosa, 2020). In it, we organized the four categories, one in each column and their respective translation strategies, according to each specificity of the translation categories.

Table 1 – Categorisation of technical translation procedures

| Categories | | | | |
|---|--|--|------------------------------|--|
| | <i>Convergence of the Linguistic System, Style and Extralinguistic Reality</i> | <i>Divergence of the Language System</i> | <i>Divergence of Style</i> | <i>Divergence from Extralinguistic Reality</i> |
| <i>Translation strategies and their codes</i> | Word-for-word translation [ET01] | Transposition [ET03] | Omission [ET06] | Transfer [ET11] |
| | Literal translation [ET02] | Modulation [ET04] | Explanation [ET07] | Decal [ET12] |
| | | Equivalence [ET05] | Compensation [ET08] | Explanation [ET13] |
| | | | Period reconstruction [ET09] | Adaptation [ET14] |
| | | | Improvements [ET10] | |

Source: Barbosa (2020, p. 103).

Each translation strategy was cataloged by us, for the development of this research, by the ET (Translation Strategy) code, being from ET01 to ET14. Such strategies were used when interpreting the data collected during the interviews.

In Moreira (2024a, 2024b) we have examples for each of the translation strategies, as well as detailed explanations about each of them. In this article, it was not possible to insert all the information due to the number of pages that would be necessary to present these records.

First category – Convergence of the Linguistic System, Style and Extralinguistic Reality. It includes word-for-word translation [ET01] and literal translation [ET02]. In this category, we find the procedures that highlight the syntactic convergence of our working languages pointing in the same direction. Quadros and Karnopp (2004) point out that Libras has several forms of syntactic structuring such as: OSV (object-subject-verb); SOV (subject-object-verb) and SVO (subject-verb-object), the latter being how the Portuguese language is structured. The ET01 and ET02 strategies respect the same syntactic structure of the source language.

ET01 in the reverse direction – According to Barbosa (1990), word-for-word translation consists of replacing a sentence in the source language with words that have the same grammatical class and syntactic function, as well as the meaning in the target

language. Words that are in the present are not necessary to make the marking, only those that indicate future and past are necessary. As there is a disparity of lexicons between the two languages, word-for-word translation is not able to replace a sign with each word, so it is necessary to use a translation of meaning.

ET01 in the direct direction – Our linguistic pair presents structural differences that are morphological (word classification) and syntactic (sentence structuring). According to Quadros and Karnopp (2004), in the morphology of structuralist theory, Libras has seven grammatical classes, namely: adjective, adverb, interjection, numeral, verb, pronoun and noun. The Portuguese Language, in addition to these seven classes, has three more than Libras, namely: article, conjunction and preposition; thus, this characteristic interferes in the translation process in the direct modality, because the TILSP, in the act of translation/interpretation, will have to respect the structure of the Portuguese language and add these three classes to its final text and, in this case, a modality effect arises, which is to see the visual information of Libras and verbalize it without adding the articles, prepositions, conjunctions and verb inflection, which are the cohesive elements of the Portuguese Language.

ET02 in the opposite direction – For Quadros and Karnopp (2004, p. 136), "sign languages have a visuospatial modality, they can have the organization of their sentences organized in different ways, the most used being the OSV structure, which demonstrates the topic comment or topicalization structure". Generally, the TILSP that uses this translation choice does not use *lagtime*, a pause feature of 3 to 7 seconds that the interpreter hears the information, processes and selects how to transmit it.

It is necessary to remember that the Portuguese language is a linear language, in which words are produced one after the other in logical order (SVO). Its phoneme sets are articulated at the same time to produce a word: /K/ /a/ /Z/ /a/ (House). Libras is different, because it is a language of simultaneous modality, in which signs are produced with expressions and movements, in the topic comment (OSV) structure.

The parameters of Libras are articulated at the same time for the production of a sign and, in many words, it will be necessary to use the five, namely: hand configuration (the form that the hand adopts in making a sign); point of articulation (parts of the body that can be used by the hands); orientation (palm orientation, e.g., palm up, down); movement (how the hand moves, e.g., sinuous, rectilinear movement, etc.); non-manual expression (facial expressions complement the signaling to produce a certain signal).

When we translate in the opposite direction (Portuguese-Libras), obeying the syntactic structure of the Portuguese language with the signs in Libras, we are doing a word-for-word translation, removing only the grammatical classes that do not belong to Libras. However, when we translate in the opposite direction (Portuguese-Libras), and we wish to respect the structure of Libras, the target language, it will be necessary to reorganize the sentence to establish its syntactic structure, thus having a literal translation. Thus, the TILSP will need to use the same words, that is, assume a two-way relationship (word by sign). Literal translation deals with the use of the same words as the source language, obeying the syntactic and grammatical structure of the target language.

ET02 in the direct direction – In this strategy it is necessary for the TILSP to focus on articles, conjunctions and prepositions, which belong only to the Portuguese language, in this case, the target language. According to Quadros and Karnopp (2004), sign languages have a visuospatial modality and can have their sentences organized in different ways, the most used being the OSV structure that demonstrates the topic comment or topicalization structure, but when a literal translation/interpretation is done in the opposite direction, according to Quadros and Karnopp (2004), the Portuguese Language, as a priority, it is articulated as SVO; Thus, the translator needs to reorganize the syntactic structure of this sentence, performing a literal translation.

As already said, the Portuguese language presents its productions in a linear way, that is, if in Libras there is a vertical syntactic structuring, in the Portuguese language it is horizontal. Thus, when the TILSP needs to translate this sentence to the horizontal line, it needs more time to understand the signaling, making use of *lagtime*, which is the pause feature of 3 to 7 seconds that the interpreter views the information, processes and selects how to transmit it. In this sense, this resource is fundamental, as the TILSP needs to add the cohesive elements of the Portuguese Language.

Second category – Divergence of the Linguistic System. In this category we have three strategies: Transposition [ET03]; Modulation [ET04]; Equivalence [ET05]. "In this category we find procedures that are linked to the difference in linguistic structures, at the lexical, morphological and syntactic level, or to the various ways that exist to formulate sentences in the languages we work with" (Barbosa, 2020, p. 105).

ET03 in the reverse direction – According to Barbosa (2020), transposition in translation is to take a word from one language and one grammatical category to another grammatical category in a different language. In linguistics, morphology is responsible for

the study of the structure, formation, and classification of words. The peculiarity of morphology is to study words by analyzing them in isolation and not within their participation in the sentence or in the period.

ET03 in the direct direction – Transposition in the direct direction is to break the morphological convention, that is, there is a word from a class and, in the act of translation, this same word is taken to another morphological class of the target language. We have, then, a transposition studied by morphology, and we are faced with a language that has seven grammatical classes and another that has ten.

ET04 in the reverse direction – The application of modulation in the reverse direction is a procedure that requires great concentration and quick thinking from the TILSP, as it must focus on semantics (meaning). Barbosa (2020, p. 73) states that "modulation consists of reproducing the message of the original source text in the translation from a different point of view from the one that was expressed, demonstrating the difference in the way languages are used".

ET04 in the direct direction – From this perspective, modulation does not present so many discrepancies when compared to the reverse direction. The culmination of modulation lies in the diversity of approaches to communicate the same idea, making use of other terminologies that emphasize information in different ways, since words do not have a direct correspondence. The use of antonyms is of paramount importance in the construction of complementary relationships. Furthermore, this use plays an important role as a stylistic resource, enriching the lexicon of a text.

ET05 in the reverse direction – According to Barbosa (2020, p. 74), "equivalence consists of replacing a segment of the text of the original language with another segment that the translated language does not translate literally, but is functionally equivalent to it", that is, the translation cannot be literal but equivalent. Many people have a mistaken idea about interpretation, thinking, in general, that there is the establishment of a relationship of word by sign, placing them in a degree of parity. However, as seen earlier, there is no word for each sign, so it is necessary to establish an equivalence relationship.

ET05 in the direct direction – Considering what Barbosa (2020, p. 74) indicates, "equivalence consists of replacing a segment of the original text with another text that does not translate it literally, but that is functionally equivalent to it". Therefore, it is possible to apply equivalence when there are metaphors in the sentence; Such an effect may be known as domestication. According to Venuti (2020), domestication is carried out to refer,

respectively, to practices that hide cultural differences, adapting everything to the culture of arrival.

Third category – Divergence of Style. It includes five strategies: Omission [ET06]; Explicitness [ET07]; Compensation [ET08]; Reconstruction of periods [ET09]; Improvements [ET10]. This third category reflects on the different ways of translating/interpreting, "making each interpreter make their translation choices according to their background" (Barbosa, 2020, p. 103). This can be justified due to the low supply of translation courses in Brazil, a fact that leads each TILSP to a different training with peculiar methodologies.

ET06 in the reverse direction – Divergence of style is a unique characteristic that each TILSP develops when making translational and interpretive choices. In this study, omission was one of the procedures frequently used by these professionals. According to Barbosa (2020), omission consists of removing elements from the source language that are unnecessary or repetitive for the target language. The omission happens during the interpretation and is not the fault of the TILSP, because when it uses this resource it is due to some problem or translation difficulty encountered, some situation in the source text leads it to omit certain information.

ET06 in the direct direction – To use the omission in the direct direction, it is considered that our working languages have syntactic, morphological and phonological differences and that, in order to carry out a quality work, the omission may be necessary. Interpreting in direct direction is a major concern of TILSP, because, according to Santos (2020), in *Traduz aí* (2020), most Libras courses do not provide practice in this modality. Thus, the omission will be well used by the TILSP, but with difficulty in translation.

ET07 in the opposite direction – According to Quadros and Karnopp (2004, p. 28), "the interpreter must value fidelity, that is, the interpreter cannot change because he wants to help or have an opinion on some subject, the objective of the interpretation is to pass on what was really said", that is, he must not be faithful translating word by sign, but rather to what has been said. In the same way that omission has its rules, so does explicitness, but it is necessary to be aware that, because we work with different languages, this procedure is necessary for a good interpretation, as it brings to the clear information that is in the sentence, in a more implicit way, adding elements of the information that are not explicit.

ET07 in the direct direction – According to Quadros and Karnopp (2004), Libras is a language that has its articulation based on visibility, three-dimensional (height, width and

depth). The signaling space is the front of the body, however, the Portuguese language is linear, that is, its articulation is the production of phonemes, one at a time to produce meaning. Thus, there is a problem, because how to bring to unidimensionality a language that has three-dimensionality? In other words, producing speech at the same pace as Libras is not possible, as they are languages of different modalities. According to Santos (2020), interpreting in the direct direction is not totally simultaneous, since in the Portuguese language it takes many more words to explain the signs of Libras, consequently, the explicitness (adding more information) of a sentence in this direction can be problematic. One of the main resources for neutralizing this modality effect is *lagtime*, which is the time of delay in the production of the translation in relation to the source language, so you have access to all the information before interpreting into Portuguese.

ET08 in the opposite direction – For Barbosa (2020, p. 75), "compensation consists of displacing a stylistic resource, that is, when it is not possible to reproduce at the same point, in the text of the translated language, a stylistic resource used in the text of the original language". For Libras, according to Santos (2020), in *Traduz aí* (2020), the compensation tool has the function of compensating for the lack of one linguistic element with another, and classifiers and image descriptions are widely used in this category. Considering that our linguistic pair has a three-dimensional language, it is endowed with a series of stylistic resources that compensate for the linguistic divergence between them.

ET08 in direct direction – It is important to note that most TILSPs face challenges in interpreting in direct direction, as previously discussed by Santos (2020), in *Traduz aí* (2020). These limitations are, to a large extent, related to the methods of teaching Sign Language, generating uncertainties and insecurities in this interpretative process. In addition, to interpret classifiers and image descriptions, some specific techniques are needed. Seeking a style of sentence production inherent to a language of vocal-auditory modality, in this case the Portuguese language, figures of speech are found. They are resources that create meanings for expressions and will be important when interpreting classifiers and image descriptions.

ET09 in the opposite direction – According to Rodrigues (2013), *lagtime* is fundamental for this translation choice, as it makes the TILSP organize its discourse for the final production of the target text. Thus, the reconstruction of sentences is put into practice when we need to deconstruct the sentence completely and reconstruct it, observing the syntactic issues of the target language.

ET09 in the direct direction – In order for the TILSP to take the information of the source text to the target audience, it must make use of *lagtime* and long- and short-term memory (see the visual information, memorize it, select the translation choices and produce the oral or written text), since our linguistic pair has syntactic differences. According to Gile (1995), short-term memory is the individual's ability to retain a small amount of information in the mind in an active and readily available state for a short period.

ET10 reverse direction – The improvements, according to Barbosa (2020), consist of not repeating errors (semantic, syntactic, etc.) or repetitive information in the source language utterance when translated into the target language. The objective of this strategy is not to respect the source text in terms of information, but to improve the reception of the new text.

ET10 in the direct direction – The improvements consist of not repeating errors or repetitive information in the source language statement when translated into the target language. The normative grammar of the Portuguese language does not allow the process of repeating the same word in a short period. Libras, as it is a signed language, grammatically, it is possible to repeat the same sign in a short period of time.

Fourth category – Divergence from Extralinguistic Reality. This category accommodates four strategies: Transfer [ET11]; Decal [ET12]; Explanation [ET13]; Adaptation [ET14]. In this category there is a relationship with knowledge that is outside the language, not necessarily linguistic: "In this category, the languages involved will be distant in linguistic and cultural aspects" (Barbosa, 2020, p. 108), thus, the TILSP, in order to be a good translator/interpreter, needs to know very well the culture of the languages of his linguistic pair (Sobral, 2008).

ET11 in the opposite direction – To transfer is to change, to pass, to give in, to pass. Thus, the concept of transfer consists of conferring words or expressions from the source language to the translated texts; Thus, this procedure implies taking words from other languages. The way it is transferred fits into subdivisions of this procedure (Barbosa, 2020). Consequently, when faced with a translation problem or translation difficulty, which involves extralinguistic knowledge, the interpreter needs to adapt the word so that the procedure expands and, if there is no sign, it is possible to make use of the transference at that moment. This translation strategy is divided into foreignism, transliteration, acclimatization, and transference with explanation.

ET11 in direct direction – This is the only strategy that does not apply in direct direction, due to the modality effects of the two languages involved. The transfer takes place from Portuguese to Libras. When the person signals elements of linguistic borrowings that do not exist for the Portuguese language due to the effects of modality, as Quadros and Karnopp (2004) state that it is because Libras is three-dimensional (3D), the signaling happens in front of the body, with a space and depth, and it is possible to signal two sentences at the same time while the Portuguese language is 1D.

ET12 in the opposite direction – There are more radical translation strategies, as they come into direct contact with the extralinguistic reality, that is, all those knowledge that need to be taken into account for the translation to work. Many linguistic elements of the Portuguese language are centered on sound issues, such as jokes, metaphors, ambiguities and other linguistic resources. However, it is necessary to transform this information, which is sound, into visual information.

ET12 in the direct direction – In the direct direction, the explanation occurs when the TILSP intervenes in the source text, complementing a certain theme that is not explicit so that its audience understands it. Libras has several signs that do not have a direct relationship with some words in the Portuguese language.

ET13 in the reverse direction – The decal 'looks' like word-for-word translation. Generally, the decal is applied to some parts of the statement that will be translated, for example, when there are acronyms. Barbosa (2020) also defines the decal as the translation of each word of the sentence or expression, translating it literally, word for word, that is, obeying the structure of the target language.

ET13 direct direction – As in the reverse direction, the decal is applied in the direct direction of interpretation. It will first be found in acronyms and, if you choose to apply it, the word-for-word translation will be used and it will be necessary to add the cohesive links of the Portuguese language.

ET14 in the opposite direction – This strategy considers that extralinguistic reality, that is, all the knowledge, skill and attitude that is based on language, but is not inserted in it. It is the most complex procedure, accepting that not everything can be translated literally. In the Portuguese language there are several words and expressions that are not always equivalent to Libras and it is at this point that an adaptation will be necessary. It is important to remember that the concept of translation is that it is an interpretative and communicative process (Hurtado Albir, 2005). It is necessary to understand what is being

said for a reformulation of a text with means of another language and that develops in a social context and with a specific purpose. When we say "the means of another language" we can translate them as extralinguistic knowledge, and the target audience must always be taken into account.

ET14 in the direct direction – In this strategy, it is necessary to consider information that is outside the language, so that the same sentence can change meaning when applied in a context to a different audience, because words, in their common meaning, can take on different meanings in the use of the language. The TILSP needs to have "deep knowledge of the cultures that underlie the languages involved in the interpreting process" (Quadros; Karnopp, 2004, p. 74), in order to translate languages that have different extralinguistic knowledge, that is, to foreignize or adapt, it is essential to know the behavior of users of the linguistic pair Brazilian Sign Language and Portuguese Language.

METHODOLOGY

In this section, we organize information related to the use of Discursive Textual Analysis (DTA) for the interpretation of the interviews, after transcription, explanations of how the interviews took place and some data about the research participants.

DTA, according to Moraes and Galiazzi (2011), is a method of analysis that allows the construction of a new understanding from the *corpus* material, which can be a text, a statement, answers to a questionnaire, life experiences, etc.

In this research⁹, our *corpus* was composed of the answers given by the five interviewees (coded by TILSP01, TILSP02, TILSP03, TILSP04, TILSP05) about how they selected their translation choices, based on Barbosa's (2020) fourteen translation strategies, which were presented to them during a training meeting prior to the interviews.

The interviews were organized in three moments: in the first we asked questions about professional training; in the second moment, we asked about the specificities of the translation; and, at the last moment, we asked about translation strategies and their use.

Based on what Szymanski (2008) presents us with about how to formulate questions for a reflective interview, we structured the following step-by-step, organized in Chart 2.

⁹ The number of the Certificate of Presentation of Ethical Appreciation (CAEE) of the research: 68485223.7.0000.5231.

Table 2 – Structure and issues

| Step by step | Issues |
|---|---|
| <i>First step Heating</i> | 1 – How did you become a Libras interpreter? Tell me, please. 2 – What role did you prepare for during your training? 3 – What is your training degree for TILSP? And why did you choose this option? |
| <i>Second step Triggering question</i> | 4 – What did you study about Translation Strategies for Libras and Portuguese during your training? Explain it to me, with examples, if possible. |
| <i>Step Three Expression of understanding</i> | 5 – For you, what is translation and what is interpretation? Tell them apart, please. 6 – When does a translation take place and when does an interpretation take place in the classroom? Give me examples. 7 – What is an interpretation in inverse directionality and direct directionality? When do they occur in the classroom? 8 – Do you know the acronyms TILS ¹⁰ and TILSP? What do they mean? |
| <i>Step four Synthesis</i> | We synthesized the answers expressed by the interviewees, as indicated by Szymanski (2008) and questioned each one of them again: Is there anything you want to take up or add? |
| <i>Step Five Clarification question</i> | 9 – At the time of an interpretation, what do you think and how do you think to resolve the text that is being pronounced and deliver it to your target audience? I will present two situations: <u>Interpretation in the direct direction:</u> "CHILD – ACTIVITY – PAPAYA – SUGAR" (Paraná, 2020). <u>Interpretation in the opposite direction:</u> "This girl, so small, wants to be a ballerina. He knows neither pity nor re" (Meireles, 1980). 10 – How did you select your translation choices for the two situations presented? Explain it to me. 11 – For each word of the sentences requested for interpretation, how did you select the translation choices? Explain it to me. |

Source: The authors.

The interviews were conducted individually and the duration times were as follows: 37min01s (TILSP01); 35min19s (TILSP02); 50min50s (TILSP03); 56min25s (TILSP04); 39min11s (TILSP05).

As for academic background, we list below the information for each of them: TILSP01 (Degree in Pedagogy and Bachelor in Letters-Libras); TILSP02 (Degree in Mathematics and Bachelor in Letters-Libras); TILSP03 (Degree in Visual Arts, Degree in Portuguese Language, Degree in Pedagogy and Bachelor in Letters-Libras); TILSP04 (Licentiate and Bachelor's Degree in Letters-Libras); TILSP05 (Degree in Mathematics and Living with the Deaf Community in the State of São Paulo with certification of proficiency from the CAS-PR board level 01).

¹⁰ Quadros (2004) proposed the first acronym to designate the professional interpreter of this language: TILS (Sign Language Translator and Interpreter). This acronym, however, is a borrowing from the area of Sign Language translation research, which does not specify which linguistic pair the professional works with and, due to lack of knowledge, many people in Brazil associate them with the professional who works with Libras and the Portuguese Language.

RESULTS AND DISCUSSIONS

Considering that the question selected for the elaboration of this article was: How does the Translator and Interpreter of Libras and the Portuguese Language (TILSP) select his translation choices? We will no longer provide various information related to the other answers expressed by the survey participants regarding their understanding of translation and interpretation, inverse and direct directionality, meaning of acronyms, among other comments and details exposed by them.

As a result, we structured this section as follows: clarifications about the situations presented to them during the interview, details related to the procedures used to unitize the statements issued and categorize them, and conclusions that emerged from this process, making it possible to weave some interpretative considerations, which can be assumed as our metatext (Moraes; Galiazzi, 2011).

The first situation (exposed in the last line of Chart 2) was signaled by the interviewer in the direct direction, a nomenclature cited by Rodrigues (2018), and the interviewee should see the visual information of Libras and transfer it to orality, having to avoid the effect of modality: the Librês, oralize the information in the syntax structure of Libras. According to Quadros and Karnopp (2004), Libras has several linguistic specificities, in it there are three classes of words less than in the Portuguese language, they are: prepositions, conjunctions and articles, and in direct interpretation, the interpreter needs to add these cohesive elements so that the Librês does not happen (as explained in Example 1, below).

Example 1

Libras: CHILD – ACTIVITY – PAPAYA – SUGAR. (If the TILSP speaks following this structure, here we will have a modality effect, the Librês, which is the interpreter following the sentence structure as the Surdo signals, without adding the cohesive elements of the Portuguese language).

Portuguese Language: The activity was papaya with sugar.

The interpretation in this directionality, according to Santos (2020), generates a lot of insecurity in the TILSPs, since they were not trained in their formations. When looking at visual information and interpreting it orally, many professionals, who are not sure about the linguistic specificities of the Portuguese language, commit the Librês and, realizing this translation difficulty, become nervous.

As previously indicated, Rodrigues (2018) brings another nomenclature: interpretation in the opposite direction. In this directionality, TILSPs have more security, as

it requires them to listen to information and interpret it by signaling, being the direction they are most familiar with. For this case, we used the second situation, shown in Chart 2.

Example 2

This tiny girl wants to be a ballerina. He knows neither dó nor re (excerpt from the poem by Cecília Meireles).

In continuity, we organized the episodes referring to each of the five interviewees, first bringing the translation choices in the direct direction and, later, what happened in the opposite direction. Note that in the episodes we selected for this article we have already included the strategies chosen (in [brackets]) by them and that can be resumed in Chart 1 and analytical comments (how we interpret and conclusions).

TILSP01 – translation choices in direct direction

Interviewer: In one of the Paraná classes, the teacher speaks a sentence to his students and the TILSP signals in Libras CHILDREN – ACTIVITY – PAPAYA – SUGAR.

TILSP 01: Look, I'll tell you, this second sign you made, right, I asked one of my Deaf students a few times, and he couldn't explain the meaning to me. I can't remember and I didn't find out what this sign was.

How we interpret it: The interviewee sought help from another person fluent in Libras, dedicating himself to thinking about how the Deaf would receive that signal and that, because it was out of context, it was not possible to understand the statement.

Interviewer: Explain to me, how would you signal a teacher's sentence: Children, the activity is a piece of cake, that is, how would you select the signaling?

TILSP 01: Children [ET01] the activity [ET03] was [ET01] easy [ET12].

How we interpret it: It is noticed that TILSP01 encountered translation difficulties in direct direction and when the same question was applied in reverse directionality, he was able to signal.

Interviewer: How did you select this strategy in direct direction?

TILSP01: The first sign I replaced the words [ET01], the activity sign, I sign WRITE [ET03] and the metaphor [ET12] I couldn't understand without the context, but I don't know the name of the strategy.

Conclusions: Here the word 'activity', which is a noun, was replaced by 'write', which is a verb. In this case, the interviewee used the transposition strategy [ET03], which is when a part of speech modifies the target language. The word easy was chosen to domesticate the source text, being characteristic of the explanation strategy [ET12].

TILSP02 – translation choices in direct direction

Interviewer: In one of the Paraná classes, the teacher speaks a sentence to his students and the TILSP signals in Libras: CHILDREN – ACTIVITY – PAPAYA – SUGAR.

TILSP02: Children [ET01] activity [ET01]. Have you – done the spoon hand setting¹¹ ? Eat? Sweets? ACTIVITY [ET01] eats [ET03] candy [ET01].

How we interpret it: Here there was a translation difficulty, the interviewee had doubts about the configuration of the papaya sign.

¹¹ Phonological parameters 75 hand configurations, being the alphabet of Libras.

Interviewer: Explain to me, how would you signal a teacher's sentence: Children, the activity is a piece of cake, that is, how would you select the signaling?

TILSP02: Look, if my student had seen this sentence without the explanation, she would never have understood.

How we interpret it: TILSP02 realized the importance of knowing how to select translation strategies and how the Deaf would receive the information.

Interviewer: How did you select these strategies in direct direction?

TILSP02: Look...¹² after you explained, I would choose the sign of CHILD [ET01] ACTIVITY [ET01] EASY [ET12], but I can't explain the name of each of these strategies.

Conclusions: According to our framework, more specifically Barbosa (2020), TILSP02, after the explanation, signaled all the words, but did not know how to name each translation choice. TILSP02 and TILSP01 demonstrated the same difficulties in relation to interpretation in direct direction.

TILSP03 – translation choices in direct direction

Interviewer: In one of the Paraná classes, the teacher speaks a sentence to his students and the TILSP signals in Libras: CHILDREN – ACTIVITY – PAPAYA – SUGAR.

TILSP03: I don't know what the teacher said, but what you can understand is that... children [ET01] features... yes, for me this would be... (papaya sign ET01) dig..., shell... This other sign here (sugar) if it rises a little more (changes the point of articulation)¹³ will have a sexual context.

How we interpret it: The existence of the same difficulties presented by TILSP01 and TILSP02, in direct direction interpretation. The context of the sentence was not understood. Their translation choices were: Children [ET01], the characteristics (hesitation in the choice), papaya [ET01] and prostitute (hesitation in the choice).

Interviewer: Explain to me, how would you signal a teacher's sentence: Children, the activity is a piece of cake, that is, how would you select the signaling?

TILSP03: Children, the activity is easy.

How we interpret it: After explaining the signaling, he makes use of two strategies. Children [ET01] Activity is [ET01] (word-for-sign translation) easy [ET12].

Interviewer: How did you select these strategies in direct direction?

TILSP03: I didn't understand the context of the sentence, but I made the choice of Portuguese signaled¹⁴ and, most of the time, I could use synonyms, right?

Conclusions: Here, the signed Portuguese is answered as if it were the choice word for sign. TILSP03 exposes that his translation choices are the word by the way, a situation similar to that of our first two interviewees.

TILSP04 – translation choices in direct direction

Interviewer: In one of the Paraná classes, the teacher speaks a sentence to his students and the TILSP signals in Libras: CHILDREN – ACTIVITY – PAPAYA – SUGAR.

TILSP04: Look, I understood that it would be, children [ET01] a waterfall (translation difficulty), and he took that sweet (translation difficulty) [ET01].

How we interpret it: He made use of bimodalism (he spoke and signaled at the same time) in order to try to explain his signaling. The information was not

¹² The ellipsis indicates a delay in formulating the answer.

¹³ Point of articulation, which is one of the five phonological parameters of Libras, in which the signal may or may not be anchored in the body.

¹⁴ The Portuguese language has ten grammatical classes and Libras, socially, only seven, and preposition, conjunction and articles are not perceptible. Making use of signed Portuguese is adding these categories to the signage, and it is not an appropriate practice.

accessible. Here, again, the interviewee had difficulty translating in direct direction.
Interviewer: Explain to me, how would you signal a teacher's sentence: Children, the activity is a piece of cake, that is, how would you select the signaling?

TILSP04: Look, depending on my target audience, I avoid working with metaphors, because the students I play will not understand. If I were to signal, I would take children out of context, [ET01] the activity [ET01] is very easy [ET03] [ET12].

Interviewer: Explain to me, how did you select these translation strategies in direct direction?

TILSP04: Look, the sign of CHILDREN, I replaced the word and as I know the meaning of the metaphor, I used EASY. But I can't explain the name of this translation choice.

Conclusions: He makes use of the [ET01] word-for-sign translation in Children Activity. The adverb "Much" [ET03] (transposition) and the domestication of the metaphor with [ET12] (domestication) were added.

TILSP05 – translation choices in direct direction

Interviewer: In one of the Paraná classes, the teacher speaks a sentence to his students and the TILSP signals in Libras: CHILDREN – ACTIVITY – PAPAYA – SUGAR.

TILSP05: Children [ET01] Activity [ET01] referring (translation difficulty) to a candy [ET01].

How we interpret it: At the time of his interpretation, he performed the translation of the sign by word. He brought the literal context of the signage and only in the sign of "activity" did he present a difficulty in translation.

Interviewer: After my signaling, I contextualized the phrase again and that I chose it by seeing a TILSP of SEED/PR in the period of the Covid-19 pandemic. The teacher said: Children, the activity is a piece of cake. What does papaya with sugar mean?

TILSP05: Easy. And was there a need for him (SEED's TILSP) to explain that that idiom was an easy activity?

How we interpret it: The interviewee began his explanation by questioning whether the function of explaining metaphors is the teacher's and not the TILSP's. It took him a while to realize that it was for him to imagine what the thinking of the Deaf student would be like when he received the TILSP sign without the context. Even if the teacher did not explain that "Sugar Papaya Activity" is a metaphor to say easy, if the TILSP had adequate training in Portuguese Language and translation strategies, in this case, he would know that making the choice of translation word by sign is not advisable, as it would not make sense for this student to receive the signage without an explanation.

Interviewer: If the Deaf student received the sign from the TILSP "ACTIVITY – PAPAYA – SUGAR", what would he understand?

TILSP05: Sweet activity.

Interviewer: If you were the interpreter, how would you signal to your target audience the interpretation of the teacher's phrase "The activity is a piece of cake".

TILSP05: Activity is easy "Activity [ET01] Easy [ET12]".

Interviewer: Explain to me, how did you select your translation choices in the direct direction?

TILSP05: Look, after I understood the context, I replaced the activity sign with the same word and explained that papaya and sugar activity means easy.

Conclusions: This professional used strategies similar to the other interviewees, domesticated the text.

The following are the episodes about the choices in the opposite direction.

TILSP01 – translation choices in the reverse direction

Interviewer: In one of the Paraná classes, the teacher recites a poem and in a certain part of the text the TILSP needs to signal: This very small girl wants to be a ballerina. He knows neither pity nor re.

TILSP01: WOMAN [ET06] SMALL [ET01] (did not know the ballerina's sign [ET06]) DID NOT KNOW [ET01] DO [ET11] DEFENDANT [ET11]. And what is the ballerina's sign? And how am I going to signal the part of the musical notes C and D?

How we interpret it: The interviewee continues to use word-for-sign translation, because he does not know the ballerina's sign, he is unable to select strategies to say the same thing with different signs. In the musical issue, there was a concern about how to signal extralinguistic elements, but still selects the transference.

Interviewer: Explain to me, how did you select your translation strategies in the reverse direction?

TILSP01: I can't explain how I'm going to signal the part of the music, the child sign I made little woman [ET01], I don't know the ballerina sign [ET06], the NOT KNOWING sign, I make it known and the movement of head negation [ET01] and the musical notes, I used typing [ET11].

Interviewer: During your training in Libras, did you study the fourteen translation procedures anchored in Heloisa Barbosa (2020)?

TILSP01: Look... to tell the truth, my teaching was distance education and I don't remember having studied or even knowing these procedures.

Conclusions: It can be seen that he begins the sentence with a discursive marker, bringing a limited perception of the technical procedures of translation and a lack of enthusiasm in relation to the distance education teaching method.

TILSP02 – translation choices in the reverse direction

Interviewer: In one of the Paraná classes, the teacher recites a poem and in a certain part of the text the TILSP needs to signal: This very small girl wants to be a ballerina. He knows neither pity nor re.

TILSP02: THIS [ET06] FEMALE CHILD [ET01] SMALL [ET08] WANTING [ET01] DANCING [ET05] NOT KNOWING [ET01] DÓ [ET11] RÉ [ET11].

How we interpret it: The demonstrative pronoun "this" was omitted [ET06] and the information was not impaired. The girl sign is the union of the woman + child signs [ET01]. For the small one, a classifier was chosen [ET08]. The ballerina sign was replaced by wanting to dance [ET05]. He doesn't know C or D, so he made use of the transfer [ET11] which, in this case, depending on the target audience, making use of the manual alphabet may not be a good translation choice, because C and D are musical elements, that is, they are outside the language.

Interviewer: Explain to me, how did you select your translation strategies and interpret in the reverse direction?

TILSP02: I made a sign by a sign.

Interviewer: During your training in Libras, did you study the fourteen translation procedures anchored in Heloisa Barbosa (2020)?

TILSP02: I didn't know it.

Conclusions: He implicitly knows other strategies, but he cannot name them and when questioned he says that he chose to use the word sign by sign. This corroborates what Santos (2021) indicates, since the TILSP, when asked which translation choice it selected, always responds in a minimalist way to the translation word for word.

TILSP03 – translation choices in the reverse direction

Interviewer: In one of the Paraná classes, the teacher recites a poem and in a certain part of the text the TILSP needs to signal: This very small girl wants to be a ballerina. He knows neither pity nor re.

TILSP03: THIS GIRL [ET01] SMALL CLASSIFIER [ET08] WANTS [ET01] FUTURE [ET07] LEARN [ET07] DANCE [ET05] DON'T KNOW [ET01] MUSIC [ET08] D-O R-Ê [ET11].

How we interpret it: This (word-for-sign translation) [ET01]. Little girl (word for sign translation) [ET01]. He omitted the ballerina sign and used an equivalence to refer to the same thing [ET05], that in the future [ET07] wants [ET01] to learn [ET07] to dance [ET05]. He doesn't know [ET01], music [ET08] and the notes C and D [ET11]. It is perceived that the interviewee uses different choices from the other TILSPs we analyzed.

Interviewer: Explain to me, how did you select your translation choices to interpret the sentence in the reverse direction?

TILSP03: Actually, it's like this... I use linear translation more. Is... I do not know... It's a characteristic of when I learned, I found it easier to translate. The linear translation is the one you use... fewer classifiers.

How we interpret it: It is clear that TILSP03 is unaware of the 'names' of the translation strategies. The linear translation he cited would be "word-for-word translation." According to the analysis of their choices, other strategies are noticeable in the signaling.

Interviewer: During your training in Libras, did you study the fourteen translation procedures anchored in Heloisa Barbosa (2020)?

TILSP03: By these names I didn't know, what I know about translation strategies is linear translation, which is the substitution of word for sign [ET01], temporary [ET11] and anaphora [ET10], but the fourteen possibilities of translation, I don't know.

Conclusions: TILSP03 cites some characteristics of translation procedures that are close to Barbosa (2020), the temporary one may probably be a characteristic of the creation of some provisional sign that is within [ET11] and anaphora, which is the recovery of a term already spoken in the sentence and is within [ET10]. It can be seen that these two characteristics were not used in the translation choices.

TILSP04 – translation choices in the reverse direction

Interviewer: In one of the Paraná classes, the teacher recites a poem and in a certain part of the text the TILSP needs to signal: This very small girl wants to be a ballerina. He knows neither pity nor re.

TILSP04: GIRL [ET01] BIG NOT [ET04] SMALL [ET08] WANTS [ET01] DREAMING [ET07] DANCING [ET05] CLARINET [ET08].

How we interpret it: The pronoun 'this' was omitted and had no implications for the information. Girl [ET01] (word-for-sign translation). Great no [ET04]. Want to dream [ET07]. He omitted the musical information, bringing in a clarinet musical instrument sorter. The interviewee brought models of translation choices different from those of the first three interviewees. In the final part of the sentence, which presents extralinguistic elements for music, he made use of his experiences, signaling the classifier of a specific wind musical instrument.

Interviewer: Explain to me, how did you select your translation choices in the reverse direction?

TILSP04: yes... the name of the fourteen tools I don't know, now if I did C and D, I put a musical instrument.

Interviewer: During your training in Libras, did you study the fourteen translation procedures anchored in Heloisa Barbosa (2020)?

TILSP04: Look... I saw it once..., but the forms would not be strategies. He (student) used other synonyms. Is... would be types of interpretation and that... These types are resources, at the time of your interpretation that help... for you to interpret. So it

wouldn't be a strategy like that... Just like I got that deaf person, oops, I can model that strategy, he gave me resources, yes... organize my interpretation more. Because my interpretation was looser, broader and I managed to improve a little, to organize it. But it's been a long time since I studied this topic and I've never heard anyone say anything like that again. And on the part of Heloisa Barbosa I have never heard of it.

Conclusions: TILSP04 brought the choice different from the others, such as modulation that works with antonyms.

TILSP05 – translation choices in the reverse direction

Interviewer: In one of the Paraná classes, the teacher recites a poem and in a certain part of the text the TILSP needs to signal: This very small girl wants to be a ballerina. He knows neither pity nor re.

TILSP05: CHILD GIRL [ET01] DESIRE [ET05] (FUTURE [ET07] BALLERINA [ET01]. In the case of C and D, which are musical notes, probably the Deaf do not have knowledge, so there is no way to contextualize the music, it would be vague. So I opted for GIRL CHILD [ET09] NOT KNOWING [ET14] HEARING [ET14] NOTHING [ET06] GIRL CHILD [ET01] [ET06] DESIRE [ET01] FUTURE [ET07] BALLERINA [ET01] GIRL CHILD [ET09] NOT KNOWING [ET14] HEARING NOTHING [ET14].

How we interpret it: He understood the meaning of the research, seeking to analyze how the Deaf student will think when receiving the information. The pronoun "this" [ET06] did not harm the information. Girl Child [ET01], [ET06] absence of little did not harm the meaning, desire and want are verbs [ET01], future brought an example [ET07] ballerina [ET01] (word by the way), girl [ET09] reconstructed the text, not knowing [ET14] hearing anything. We observed that he sought to adapt the source text because it is something extralinguistic with [ET14] (adaptation).

Interviewer: Explain to me, how did you select your translation choices in the reverse direction?

TILSP 05: I won't be able to explain each one, but I tried to make an interpretation of meaning, trying to put myself in the place of the Deaf student and how he will understand my signs.

Interviewer: During your training in Libras, did you study the fourteen translation procedures anchored in Heloisa Barbosa (2020)?

TILSP05: No, but I found it interesting that these translation strategies take into account the Deaf person's point of view, because if a listener interprets, he will hardly be able to imagine what the Deaf person's thinking is like, the idea is to make an analysis of how the Deaf person thinks when receiving the interpretation so that he understands the situation.

Conclusions: He was the interviewee who made the most use of strategies in its elaboration.

From the allocation of the fragments in the categories assumed *a priori*, which we brought in brackets during the presentation of the episodes, we could verify that the interviewees, when asked about how they select their translation choices, make use of more than one translation strategy, but answered intuitively such as: the word by the way.

In Chart 3, we try to arrange what was recorded during the interpretations we performed. In the first column we have the codes of the research participants and in the second their translation choices.

Chart 3 – Interviewees' translation choices

| Respondent codes | Translation choices |
|-------------------------|---|
| <i>TILSP01</i> | Direct Steering Interpretation [ET01] [ET03] [ET01] [ET12] Interpretation in the reverse direction [ET06] [ET01] [ET06] [ET01] [ET11] [ET12] |
| <i>TILSP02</i> | Direct Steering Interpretation [ET01] [ET01] [ET08] [ET01] [ET05] [ET01] [ET11] Interpretation in the reverse direction [ET06] [ET01] [ET08] [ET01] [ET05] [ET01] [ET11] |
| <i>TILSP03</i> | Direct Steering Interpretation [ET01] [ET01] [ET12] Interpretation in the reverse direction [ET06] [ET01] [ET08] [ET01] [ET05] [ET01] [ET11] |
| <i>TILSP04</i> | Direct Steering Interpretation [ET01] [ET01] [ET03] [ET12] Interpretation in the reverse direction [ET01] [ET04] [ET08] [ET01] [ET07] [ET05] [ET08] |
| <i>TILSP05</i> | Direct Steering Interpretation [ET01] [ET12] Interpretation in the reverse direction [ET06] [ET01] [ET06] [ET01] [ET07] [ET01] [ET09] [ET14] [ET14] |

Source: The authors.

It is evident, when we look at Chart 3, that the two phrases presented to the interviewees were signaled and spoken in different ways. With regard to the translation choices made through the fourteen technical translation procedures, according to Barbosa (2020), it is evident that the interviewees resorted to the following procedures, in direct direction: [ET01] was selected by all interviewees; [ET03] was selected by two interviewees; [ET05] was selected by only one interviewee; [ET08] was also selected by only one interviewee; [ET12] was selected by four respondents.

It can be seen that [ET01] – Word-for-word translation – was selected by all five TILSPs, probably this translation choice is the one that is most used in initial training courses for TILSPs. Another situation is that most TILSPs are insecure in interpreting in the direct direction, so they do not feel able to select other translation choices.

We note that procedures [ET02], [ET04], [ET06], [ET07], [ET09], [ET10], [ET13] and [ET14] were not chosen for the example sentence presented. It is likely that in this sentence model presented, these translation options are not the most suitable for use in direct direction interpretation/translation. However, we will have to advance in our investigations to be able to verify this announced possibility.

In the opposite direction: [ET01] was selected by all interviewees; [ET04] was selected by only one interviewee; [ET05] was selected by three interviewees; [ET06] was

selected by four interviewees; [ET07] was selected by two interviewees; [ET08] was selected by three interviewees; [ET09] was selected by only one interviewee; [ET11] was selected by three of the interviewees; [ET12] was selected by only one of the interviewees and [ET14] was selected by three of the interviewees.

In the interpretation in the reverse direction, a similar situation is observed, which also occurred in the interpretation in direct directionality, in which [ET01] was the most common translation choice. Word-for-word translation is likely to be the most familiar strategy for TILSPs. In this sense, it is noted that the interpreters opted for a greater variety of translation choices, possibly due to the complexity of the sentence presented, which required a more extensive vocabulary on the part of the interviewees.

[ET02], [ET03], [ET10] and [ET13] were not selected at any time by the five interviewees. It is possible that these translation choices were not chosen due to their technical complexity or because the sentence model presented does not require them for interpretation at the time. Here, we noticed that TILSPs are more familiar with interpreting in the opposite direction, because in most initial training courses it is in this direction that future interpreters are trained and in the educational environment it is in this directionality that the greatest demand for TILSPs occurs.

FINAL CONSIDERATIONS

In the course of this research, we studied the specificities of the TILSP profession, such as: nomenclatures, difference in translation for interpretation, and directionalities of translation and acronyms of the profession. When analyzing how these professionals select their translation choices, anchored in Barbosa's (2020) fourteen translation strategies, we realize that they know how to signal, but naming the translation procedures is still unclear. For this reason, we can say that there is a gap in translation studies and that video classes can help the training of Libras and Portuguese Language Translators and Interpreters.

The central question of our research was answered when we asked them to interpret it in the direct direction: "CHILDREN – ACTIVITY – PAPAYA – SUGAR". The most selected strategies among the fourteen technical procedures of Barbosa (2020), by the five interviewees, were [ET01], [ET03], [ET05], [ET08] and [ET12], respectively, word-for-sign translation; transposition; equivalence; compensation; decal. When the TILSPs selected their translation choices in inverse directionality for the sentence model "This girl,

so small, wants to be a ballerina, she doesn't know C or D", the interviewees' choices were: [ET01], [ET04], [ET05], [ET06], [ET07], [ET08], [ET09], [ET11], [ET12] and [ET14], named as follows: word-for-sign translation; modulation; equivalence; omission; explicitness; compensation; reconstruction of periods; transference; decal; adaptation.

From the two sentence models presented in this research, we observed that the procedure [ET01] was selected by all interviewees, both in direct and reverse directionality. It is evident, based on the phrases presented to the interviewees, that some of the translation procedures described by Barbosa (2020) were not chosen at any time. This fact suggests that some of these procedures require more advanced technical skills, which may not have been acquired during initial training, or that the sentences presented simply did not require them. We found that discussing translation strategies for Libras and Portuguese needs to be more accessible, disseminated and researched, because it is an innovative field and available only in the spaces of graduate studies in Translation Studies.

When we analyzed the decision-making process of the translation choices by the TILSPs, we observed that for the same sentence, when signaled in the opposite direction, each interpreter made different translation choices and not only based on word-for-sign translation. This variation can be attributed to the diversity of backgrounds and knowledge of the world of the interviewees involved.

To conclude, we list here some questions raised by the participants of this research that may be investigated by us in the future: How are subjects about technical translation procedures being taught in the curricula of these courses? Why do the Deaf people of Paraná have a low level of linguistic registration of Libras? And the English Language discipline, how is the method of teaching a third oral language to the Deaf? Does TILSP master English?

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