



Chapter 26

The work of the translator/interpreter of libras and the constitution of the professional: between meanings and meanings of the interpretive act

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Artur Maciel de Oliveira Neto

State Center for Teacher Training and Care for the Deaf
Paulista State University

ABSTRACT

In this text, we present the results of a research on the professional qualification of the deaf in the world of work in Rio Grande do Norte, which supported the elaboration of the master's thesis entitled: The professional qualification of the deaf in the labor market: A Libras (L1) as a facilitating instrument in the teaching-learning process. We aimed to indicate the main difficulties of the interpreters of pounds in the interpretations in formations offered to the deaf. Five groups of subjects participated in the macro investigation: (G1), deaf with higher education, who are working in public and/or private offices. (G2), deaf people who have only Basic Education and who are working in public and/or private offices. (G3), deaf people with higher education, who are not inserted in

the formal labour market. (G4), listeners (employers and co-workers) who have some kind of relationship with deaf employees. (G5), translators and interpreters of Libras, who work in the process of interpretation of the formations. In this article we will present the results only of group 5. To perform this work, we adopted descriptive explanatory research, with a quantitative focus. In data collection, we used closed questionnaires directed to each group of participants, whose answers were analyzed through the SPSS v.23 program. Based on the results of the research, we can conclude that there are some difficulties in performing the interpretive act, such as not having access to the content that will be interpreted in advance and not having anyone to reserve.

Keywords: Pounds, Libras interpreter, Acting, Difficulties, Inclusion.

1 INTRODUCTION

The translator interpreter of Sign Language (Libras) and Portuguese (TILSP) is the professional responsible for mediate the communication between deaf people and listeners, making the interpretation of Portuguese for Libras and the translation of Libras to the Portuguese, being supported by law 12.319/2010 (BRASIL,2010) that regulates the profession of TILSP, as well as what should be the necessary training for the exercise of this profession. The first information on the emergence of this profession dates back to the mid-18th century, when sign language in Europe is seen as the mother tongue of the deaf. Sacks (1998, p.31) stresses that:

"A combination of native sign language and French grammar translated into signs - it allowed deaf students to write what they were told through an interpreter who communicated by signs, a method so successful that, for the first time, it allowed ordinary deaf students to read and write in French, thus acquiring education."

Sacks (Op. cit) brings the first records of the performance of the translator interpreter of sign language and the importance of the presence of this professional in the education of the deaf, considering them as subjects who have their own language, valuing their culture, and also use the written language of the country in school work. As we perceive through Sacks' thought in the citation, TILSP's work has been happening since the beginning of the use of signs as a language. The profession of translator interpreter of Libras has gained prominence as the deaf have participated in discussions and debates in the various social scenarios. Commonly, two questions always arise when one realizes that tilsp is needed, so that communication with the deaf occurs, what is the function of TILSP? And what is the training of this professional?

Lacerda (2014, p.14) when talking about the translator's function tells us that the act of translating "would be linked to the task of verse from one language to another working with written texts". That is, the translator translates the source language into the target language, and can use dictionaries, bibliographies, people so that the translation implies greater compatibility with the meaning that has happened in the text. In dealing with the act of interpreting, Lacerda (Op. cit) tells us that this action is linked "to the task of dealing from one language to another in interpersonal relationships, working in concurrency, in the short time between the act of enunciating and the act of giving access to the other to what has already been enunciated" (p.14). The interpreter works directly in interpersonal and social relationships, having to be very agile in situations and coherent to correctly pass on the information, without tilsp having time to make meditations and possible observations.

On the formation of TILSP, Oliveira Neto (2022) comments that at the first moment it happened informally through living with the deaf community, participation in religious entities, without an established organization. Lacerda (2014, p.31) mentions the emergence of the first specific courses for the performance of this professional, "the first specific training courses in Brazil begin to emerge in 2004/2005 by iniciativa of some universities (UNIMEP/SP, Estácio de Sá/RJ, PUC/MG), but there are no clear parameters to follow, and, therefore, the construction and reassessment of this training are in consolidation".

On the training courses, Lacerda (2014, p.31) points out that they are "also responsible for the production and adaptation of materials, which makes this training an entrepreneurial task and that, like others, it will need to be constituted from their own making". As shown by the author, these courses presented some barriers such as a lack of specific bibliography to be analyzed about the practice of interpretation, which made the course progress somewhat difficult, but as Lacerda (2014) declares, the courses themselves sought the materials for training. Currently Article 4 of Law No. 12,319/2010 deliberates on the professional training of TILSP at the high level, when it states that this training should take place in recognized professional education courses; university extension courses; continuing education courses promoted by higher education institutions and institutions accredited by Departments of Education. "The training of translator and interpreter of Libras can be carried out by civil society

organizations representing the deaf community, provided that the certificate is validated by one of the institutions referred to in item III" (Brasil, 2010).

Regarding the performance of TILSP in the teaching-learning process of the deaf subject, Lacerda and Santos (2013, p.13) highlight that "the Libras interpreter has the function of being the communicative channel". We understand this action as assisting the deaf in communication with the teacher, colleagues, and all school actors, making the translation and interpretation of the speakers of Libras for Portuguese language and/or vice versa whenever necessary. When it occurs that there is no TILSP, Lacerda (2014) comments that "the interaction between deaf people and listeners is greatly impaired. Deaf people are limited to participate only partially in various activities, unmotivated by lack of access or total deletion of information" (p.34). We realize the great importance that TILSP has in the teaching process, where he will play the role of communication mediator.

In view of the above, we perceive that TILSP has a fundamental role in the teaching/learning process of the deaf, not only because it intermediates between two languages and two cultures, but because it "recognizes deafness as a difference in a political dimension" (Conceição, 2011, p.20), knowing the peculiarities of the deaf community, its limitations, its longings and frustrations, and thus be able to contribute in a positive way to the advancement in the training of deaf subjects, in accordance with meeting the particularities of them.

2 LIBRAS, THE TRANSLATOR AND THE LIBRAS INTERPRETER

The recognition and appreciation of differences and the guarantee of the right to education for students must be guaranteed to all students, as we have previously stated, and therefore is not and cannot be different for deaf students, who legally come to have the recognition of Libras as "[...] form of communication and expression, in which the linguistic system of visual-motor nature, with its own grammatical structure, constitute a linguistic system of transmission of ideas and facts, coming from communities of deaf people in Brazil." (BRASIL, 2002).

The understanding of this reality has the theoretical basis of the research conducted in the last decade on Libras and with the regulation of laws related to deaf people: Law No. 10,436/2002, which provides for the Brazilian Sign Language (BRASIL, 2002); Decree No. 5,626/2005, which regulates the Libras Law (BRASIL, 2005); National Policy of Special Education in the Perspective of Inclusive Education (BRASIL, 2008); Law No. 12,319/2010, which regulates the profession of translators interpreters of Libras and Portuguese (BRASIL, 2010a); and The National Education Plan (2014-2024), which presents propositions on the construction of bilingual schools or classes for the deaf (BRASIL, 2014).

This perspective of recognition brings to the fore an important figure in the educational process of deaf students, the Translator and Interpreter of Libras/Portuguese Language (TILSP), which, in Brazil, emerged in the 1980s, in the religious sphere, voluntarily with assistance and of enabling the

accompaniment of religious rites by deaf people, but, at present, is recognized (LACERDA, 2010; SILVA, 2016) and is legally regulated in the country (BRASIL, 2010).

The practices and knowledge of THE TSIN in the 1980s were based on experiences in performing communication mediation for the deaf or playing this role in the religious sphere. For the most part, those who became interpreters were close family and friends of the deaf community. As Quadros argues, (2011, p. 153), "[...] at that time, the interpreters did not have the professional status they have today." Libras' journey to taking on his role as libras interpreter teacher permeated many paths. As the deaf community becomes present in the social discussions of the struggle for school inclusion and the recognition of their linguistic law, libras's interpreter manages to find spaces towards his recognition as a professional in the area.

TILSP is the professional who, according to Law No. 12,319/2010 (BRASIL, 2010), must have the competence to perform the translation and interpretation between the Libras-Portuguese linguistic pair. In the educational area, in turn, this professional is called professor translator and interpreter of Libras/Portuguese Language (PTILS) and, in some regions, interlocutor professor, being able to act at any level or modality of teaching, in basic education and/or in higher education (SILVA, 2019). However, it is not a simple action, because The PTILS has co-responsibility in the learning of the deaf student and is the bridge that allows linguistic access and promotes equity in the process of teaching and learning the student with deafness.¹²

The PTILS needs to be provided with strategies that go beyond the translation competence, without crossing the boundaries of its role. His training and partnership with the teacher regent allow collective agreement to agree the appropriate negotiations so that he can perform the translation of the classes taught by the teacher regent and have autonomy to contextualize the necessary contents. Miranda (2010), Araújo (2011) and Guimarães (2012) are unanimous in stating that the ptils function will only be consolidated when the academic literature better understands the role of this character and the school integrates this professional into its political-organizational dimension, the specific focus of its performance, the sharing of the pedagogical relationship with the teacher, his rights and duties and so many other defining aspects of this new figure in the educational context.

The inclusion of the professional interpreter of Libras, ensured by an education policy and referenced by Federal Decree No. 5,626 (BRASIL, 2005), has intensified in the last five years in public schools, becoming a reality of its performance at all levels of education.

¹ The term teacher-interpreter that we used in this paper was cited in article eighth (item IV, point (b) of resolution CNE/CEB of September 11, 2001 (MEC, 2001).

² The interlocutor's attribution is to enable communication between the teacher-holder and students who have some type of hearing impairment. Its function is to interpret through Libras the didactic-pedagogical and cultural activities developed in the classroom, allowing access to curricular contents (SÃO PAULO, [2022]).

3 MAIN DIFFICULTIES OF LIBRAS INTERPRETERS IN THE INTERPRETATIONS IN FORMATIONS OFFERED TO THE DEAF

The sign and sign language interpreter translator (Portuguese TILSP) plays an important role in communication between listeners and deaf people. Without the mediation offered by TILSP, communication between these subjects is interrupted, especially in the training rooms, where the deaf learner is inserted in the classroom with colleagues and hearing teachers, who may not have a certain knowledge in this language. The role given to this professional requires competence and vast linguistic knowledge of the two languages (Libras and Portuguese), as well as the context of the lecture, cultural, social, political and linguistic issues. That is, the training to perform the function of TILS is not something as simple as it may seem, being precise the knowledge of various knowledge inherent to its work.

Segala (2010) considers the translation activity very complex, the author states that there are several theories directed to oral languages, while the translation performed between Portuguese and Libras lacks research, because it is an emerging theme. For Segala, the translation activity between languages of different modalities, such as between Portuguese and Libras, is even more difficult than between languages of the same modality. However, we emphasize that when dealing with two modalities so different, the proficiency of the first language will always be superior to that of the second for any individual. This means that for the interpreters of hearing Pounds, the search and study of sign language should be a constant aiming at one of the competencies that their performance requires.

Santiago (2013) explains that tilsp by taking the floor, which is not his own, but of the other, performs a social and ideological act, the subjects initiate a process marked by conflicts, power relations and constitution of identities, and thus, the meanings of the utterances undergo intervention and are determined by the social position occupied by those who produce it, implying different interpretations. When TILSP acts in conferences, lectures, seminars, etc. its position is apparent, because it is facing the public and next to the lecturer. Nascimento (2012) reveals that translation and interpretation are bridges that unite the different architectural genres that seek to transpose. In this sense, we can consider that translation and interpretation, because they manifest themselves in the contexts of intense cultural conviviality and by circulating knowledge produced by peoples, cultures and generations, are genres of secondary discourse.

Quadros (2004) does not understand the interpreter of Libras only as one who interprets from one language to another. This is because the interpretative translation act performed by the professional TILSP, according to Jakobson (2015, p.66), involves "linguistic knowledge and linguistic extras" where the professional is exposed and transits in two or more languages simultaneously or consecutively. That is, TILSP needs to have the linguistic domain of Libras and Portuguese, because no one can understand a word if they do not know the meaning of it. Therefore it is vitally important that the Libras interpreter has access to the content before the interpretive act, so that he can study the words and seek the signs of the specific

areas, because according to Vygotsky (1987), to understand a linguistic sign it will be necessary to resort to a number of other linguistic signs in order to understand a new word.

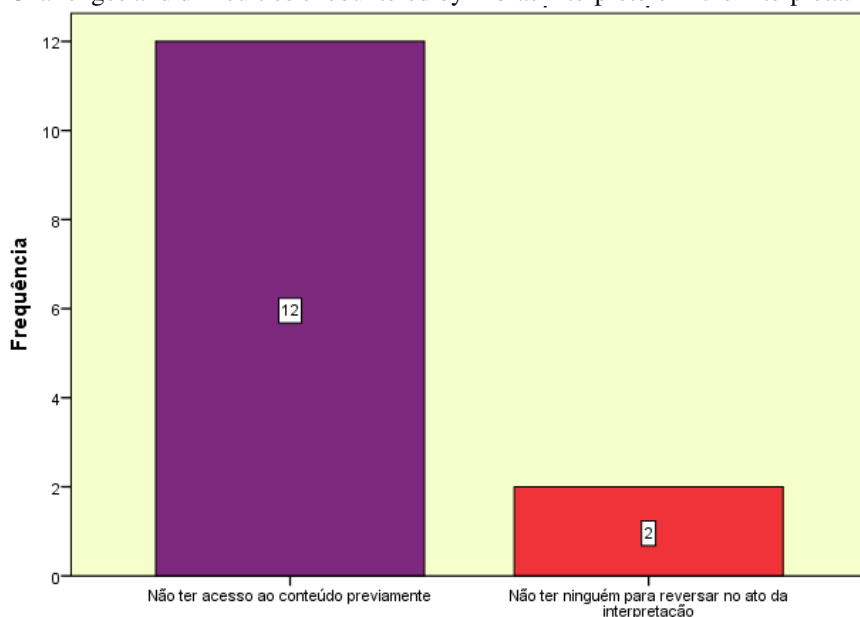
General characterization of the group of participants

According to the data collected in the research, of the 14 subjects belonging to the research group (Population of translators and interpreters of Libras and Portuguese language who work in the process of interpretation of training) 05 are male and 09 female, the mean age of tilsp is 32.8 years, while the average time of performance while TILSP is 3.86 years. 02 subjects have the Certification of Proficiency in Translation and Interpretation of Libras/ Portuguese Language (PROLIBRAS), and 12 subjects have specialization in Libras.

What the participants say about the main difficulties of libras interpreters in the interpretations in formations offered to the deaf

When we questioned the subjects of the researched Group whether their institution had formal instruments or methods for knowledge sharing, only 4 subjects answered that they had groups on WhatsApp and planning meetings to share their knowledge, while 10 subjects answered that their institutions did not have the means to do so. When asked about the main difficulties presented by the institution for the professional qualification of TILSP, the subjects pointed out the following answers: 02 subjects reported that the main difficulty is not having another professional to share the information, as indicated in graph 10. 06 subjects reported that the difficulty is not having continued training, 01 subject reported that it is the poor organization of the time, 05 subjects reported that the main difficulty is the lack of qualified personnel. The 14 subjects reported being prepared to work with their audience.

GRAPH 10 - Challenges and difficulties encountered by Libras interpreters in the interpretation of training



Source: the author

When we questioned the participants of the research group about what were the challenges and difficulty their point of view to interpret, we obtained the following answers: 12 subjects reported that not having access to the content that will be previously interpreted is a great challenge and difficulty in interpreting, 02 subjects reported that having no one to reverse is the greatest difficulty.

The difficulties of Libras interpreters in the training of deaf professionals

When analyzing the data on the itis of formal instruments or methods for knowledge sharing, we noticed that the majority (10 subjects) answered that their institutions did not have official methods and instruments for sharing information. Uzan et al (2008) tells us that the language is alive, so changeable, Nunes (2016) adds that interaction and information sharing are vital actions in consolidating fluency in any language. Therefore, institutions that do not provide means for TILSP to share knowledge, ask questions, do not allow tilsp's prosodia to be raised, thus hindering the process of translation and interpretation.

Regarding the main difficulties indicated by libras interpreters in the interpretations in formations offered to the deaf, we noticed that the majority (6 subjects) pointed out that the lack of continuing education is the greatest difficulty. Lacerda and Santos (2013) point to the continuing formation for THE TILSP as an indisputable factor in the professional's education. Then, 05 subjects pointed out that the main difficulty is the lack of qualified personnel, federal law no. 13,146/2015 ensures the guarantee of qualified professionals, Zarifian (2001), proposes that institutions should take the place of "qualifiers" or "qualifiers", thus inducing workers to develop skills. 02 subjects pointed out that the main difficulty is not having another professional to share the information, according to Sasaki (2010), tilsp need practice and interaction with other professionals to consolidate their training. 01 subject points out that the greatest difficulty is the poor organization of time, Perlin (2013, p.136) emphasizes that "the interpreter does not perform in the simple act of translation, but that it involves a dimensional range of signifiers and meanings that denounce the complexity of his role, the dimensions and depth of his performance". That is, tilsp needs time to decode the message and transmit to the deaf subject. Although the subjects surveyed point out these four difficulties, all reported being prepared to work with deaf audiences.

When analyzing the data collected in the question challenges and difficulty from the tilsp point of view to interpret, most of the subjects surveyed (12 subjects) pointed out that they do not have access to the content that will be previously interpreted as their greatest difficulty. Lacerda (2014) reminds us that the interpreter has to be very agile in situations and coherent to correctly pass on the information, without tilsp having time to make meditations and possible observations, so that this occurs the TILSP need to have a prior knowledge of the content that will be worked. Tables (2004, p.28) reinforces the need for the Sign Language Interpreter to know the content previously, saying that "the professional interpreter must also have specific training in the area of his/her activity", that is, to have mastery of the processes, models, strategies and techniques of translation and interpretation. 02 subjects reported that their greatest difficulty was not having anyone to reverse during the act of interpretation.

Quadros (2004, p.31), tells us that "the interpreter must recognize his own level of competence and be prudent in accepting tasks, seeking assistance from other interpreters and/or professionals, when necessary, especially in technical lectures", however, although the TILSP researched to show knowledge of the speech of Quadros (op. cit), it becomes unfeasible, the fulfillment of it.

4 CONCLUSION

This research aimed to indicate the main difficulties of the interpreters of pounds in the interpretations in formations offered to the deaf. The collection instruments allow us to conclude the indication of the main difficulties, which are: Not having access to the content that will be interpreted in advance and not having anyone to reserve. This is reflected, for example, in the low prosotry presented by the TILSP when interpreting themes that are not from their related areas and to the charge of interpretation in the events. The participants of the research to answer this specific objective were the professional translators interpreters of Libras and Portuguese language who work in the process of interpretation of training in the institutions of Rio Grande do Norte.

TILSP is a professional who dominates Libras and the Portuguese language and who is qualified to perform the function, qualification is issued by PROLIBRAS, by courses of Letters - Libras or a specialization in Libras. The interpreter must have mastery of the processes, models, strategies and techniques of translation and interpretation, so that the content can be passed on in accordance with the criteria of fidelity, impartiality and integrality. Although the presence of this professional is of paramount importance for fluid communication, we realize that many institutions deny the deaf the right to be trained in their mother tongue.

The present work is closed in order to contribute primarily to the deaf community of the NB, by procomcinga d ebate about how the insertion of the deaf in the potiguar labor market and understand libras as an articulating point of all this, allows to develop new theories and make the social inclusion of the deaf actually happen. We seek ways to expand the important social debate in which the learning and professional qualification of the deaf subject are the focus, among many other theoretical and empirical discussions, culminating in the expansion of the possibilities for these deaf people to enter the formal labor market and enjoy a full social inclusion.

With the Academy, we contribute by expanding studies on Libras, the deaf and the labor market that are still incipient in Brazil. Finally, the contribution for future researchers will be the expansion of their knowledge, the transformation of concepts about Libras and the deaf. We believe that the issues addressed here about the use of Libras as a way to break down language barriers in the process of inclusion of the deaf in the labour market can be better understood in the general sphere of education and therefore better valued and better performed as a language that provides personal development on a larger scale.

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