TRANSLATOR EDUCATION: USING NARRATIVE INQUIRY AS A METHOD FOR UNDERSTANDING PROCESSES OF DEVELOPMENT OF THE TRANSLATION COMPETENCE

FORMAÇÃO DE TRADUTORES E TRADUTORAS: SOBRE O USO DA PESQUISA NARRATIVA COMO MÉTODO PARA COMPREENDER OS PROCESSOS DE DESENVOLVIMENTO DA COMPETÊNCIA TRADUTÓRIA

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1

Abstract: *For the past few decades, different discussions have been carried out, within Translation Studies, on the notion of Translation Competence and its components. This paper adopts the model of Translation Competence proposed by Grup* Procés d'Adquisició de la Competència Traductora i Avaluació (*PACTE, 2003) and discusses the relatively low number of studies that specifically address the psycho-physiological component of the aforementioned model. Associating the lack of studies on the psycho-physiological component to the difficulty in observing or measuring it by means of exams or academic tasks external to the individual, this paper aims at presenting possible contributions by Narrative Inquiry to provide methods that allow a better comprehension of this component and of the processes of development of the Translation Competence. This discussion draws on the methods and possibilities of investigation presented by theorists such as Clandinin et al. (2017), Connelly and Clandinin (2006), and Dutra and Mello (2008); and on discussions on the Translation Competence, such as PACTE (2003) and Lara (2016). An analysis of a narrative is also carried out, with the goal of presenting the feasibility of this line of inquiry. The case in point is a bibliographic register of a narrative by a translation student — in which the student presents her perceptions on the processes of development of her Translation Competence, on her ability of textual segmentation, and on her insecurities in carrying out translation tasks. This paper suggests that, on the medium-long term, a systematic endeavor of collection and analysis of narratives by translation students can shed light on development processes and, thus, address the lack of studies on the psycho-physiological component of the Translation Competence.*
Keywords: *Translation Studies. Narrative Inquiry. Translation Competence. Psycho-physiological competence. Documental Analysis*

Narrative inquiry, as pointed out by Paiva (2008), "refers to the collection of stories on a given subject, whereupon the researcher will find information for understanding a specific phenomenon." (p. 264). In spite of a well-established status in different scientific fields — amongst which semiotics, medicine, psychology, psychoanalysis, sociology, anthropology, queer studies, feminist studies and others, also mentioned by Paiva (2008, p.264) —, Narrative Inquiry is yet to be explored by theorists in Translation Studies[i] and it may be a valuable tool in understanding phenomena, such as the development of Translation Competence.

This paper fosters a debate on using Narrative Inquiry to access the perceptions of student translators on the processes of development of their Translation Competence. The following factors motivate the choices made when conducting this investigation: a) the promotion of an inclusive approach, by bringing forward the opinions and perspectives of students, thus, consolidating the culture of dialogue and innovation, as proposed by authors such as Kiraly (2000); b) the perspective that, in the medium-long term, the collection and the analysis of narratives will enable the identification of learning patterns, and of activities and methods that stimulate, in an increasingly efficient way, the development of the Translation Competence in students.

In order to assess the feasibility of this approach towards providing a better understanding of the processes of development of Translation Competence, this paper analyzes one self-reflexive narrative to discuss the learning experiences of a student translator, focusing of her strategies of success, motivating and demotivating factors, activities that she, subjectively, perceives as more efficient. Also drawing on her self-reflexive narrative, this paper will focus on information that may shed light on the psycho-physiological component of the Translation Competence (as according to the model proposed by PACTE, 2003).

By looking into factors that may influence the psycho-physiological component of the Translation Competence (such as stimulus, curiosity, motivation to accept challenges etc.), we aim at fostering a debate on a relatively less explored topic in the discipline — as it can be inferred from the works Gonçalves (2015), Bevilacqua (2017), Assis et al. (2018) and Pimentel (2019). A narrative — collected from the bibliographic records of Detmering (2018) — will be analyzed in this paper, focusing on the author's perspectives on the processes of evolution of her Translation Competence, on the activities and tasks that contributed to such a development.

In order to achieve its goal, this paper is organized into five sections (including this section of initial considerations), as follows. The second section presents the theoretical background on Narrative Inquiry and on Translation Competence (specially focusing on its psycho-physiological component). The third section analyzes the narrative of a student translator, observing the elements that allow us to discuss the development of her Translation Competence. The fourth section lists guidelines for the development of instruments for the collection of narratives, aimed at constructing the bases for future endeavors in systematic collection of narratives. Finally, the fifth section brings final considerations about this work, also indicating possibilities for future developments.

Theoretical Background

Narrative Inquiry

Narrative Inquiry is a relatively new approach to scientific investigation. According to Clandinin et al. (2017), it dates back to the 1980s, when "social science researchers began to develop the idea of narrative as a research methodology." (p. 90). Due to this fluid inquiry characteristic, as pointed out by Connelly and Clandinin (2006, p.478), there are still ongoing debates concerning methodological aspects of Narrative Inquiry: from the simple definition of some terms and good practices to more complex issues, such as what constitutes the scope for this line of inquiry, the criteria for the evaluation of the quality of an investigation etc.

Currently, the term Narrative Inquiry embraces a range of methods, with different objectives and foci, but with the common thread of using stories told by humans as a means to understand phenomena. The line of inquiry, according to Connelly and Clandinin (2006), is based on the assumption that human beings — both as individuals or as members of a collectivity — interpret their daily experiences by structuring stories according to their schemata of perception, to the presuppositions and to the social roles played by the different actors who take part in these stories.

This paper, as indicated in its initial considerations, proposes analyzing narratives in order to understand both the development of the Translation Competence and the subjective perceptions students translators have on their processes and on their trajectories to achieve the point where they are. As also mentioned in the initial considerations, a student narrative — collected from the bibliographic register of an undergraduate term paper — will be discussed in order to assess the feasibility of this investigation. More than analyzing a student narrative,

this paper — by understanding stories as "a portal through which a person enters the world and by which his or her experience of the world is interpreted and made personally meaningful" (Connelly & Clandinin, 2006, p. 477) — promotes a culture of inclusion and diversity, of respecting the differences in points of view regarding the development of the Translation Competence.

Scholars in different disciplines have been reflecting on narratives to develop a scientific understanding of different phenomena, corroborating how valuable this approach is in revealing information that would not likely be retrieved by other methods of investigation. Connelly and Clandinin (2006, p. 477), for instance, list a series of areas of investigation that have benefited from using Narrative Inquiry to understanding their objects of investigation — ranging from fields closely related to Pedagogy to fields not-closely related to Pedagogy, from ethical studies, curriculum studies and language learning to anthropology, psychology and nursing.

The works by Maluf (1999) and Labov (2006) can be highlighted in this paper as instances of investigation that apply methods associated to Narrative Inquiry in investigations not closely related to Translation Studies. In 1999, Maluf conducted an anthropology study on new therapeutic and religious cultures in Brazil. The author gathered therapeutic narratives (accounts of therapeutic experiences) and autobiographical narratives, seeking to "understand the extensive character of the experience" (Maluf, 1999, p. 75). In her discussion, the author points out the analysis of stories and experiences as a means from which one can search for meanings and perceive issues and problems that underlie the narratives themselves.

Labov (2006, p.39) in his discussion on narratives, says that, prior to the construction of any narrative, there is a process of pre-construction: a cognitive process in which the teller assesses whether a given event is reportable (or *tellable*, as the author also calls it) or not. This recursive process, still according to Labov (2006), ends only with the location of non-reportable events, not reportable in themselves. Labov (2006, p. 48) explains:

> The speaker who has made the decision to report it [the reportable event] is normally under a requirement to supply some information on how it came about. The narrator's attention is then directed backward in time, from the reportable event to a preceding one, driven by the need to answer the question "How did that happen?"

Examples of investigations in language-related fields (closer, therefore, to Translation Studies) using methods associated with Narrative Inquiry can be seen in Dutra and Mello (2008) and in Mattos and Caetano (2019). Dutra and Mello (2008) investigate processes of self-observation and of reconceptualization made by teachers when they narrate their own pedagogical practices. According to the authors, when subjects narrate their (past and present) experiences, they are given opportunities to envision their professional lives and their pedagogical actions, thus, they can revisit their own histories. Assuming that, teacher development requires more than merely informing classroom methodologies and techniques — it is necessary to promote a critical view, a professional self-awareness —, Dutra and Mello (2008) stimulate their subjects to assume active roles in their pedagogical practices. By doing so, the authors aim at the creation of positive cycles, in which the subject is autonomous to reflect constantly on his/her own professional reality, and, to reconstruct his/her practices, correcting directions when necessary.

As for the instruments of data collection, Dutra and Mello (2008) collect written and oral narratives — about teaching experiences, including past classes, future work plans etc. — from reflective diaries, in collaborative sessions with their subjects. The collection of these narratives about teaching/learning experiences allows the authors to identify traces of the professional profiles of the research subjects, including aspects related to their beliefs about the profession, the concepts they use in their work environments, their theoretical affiliations. Dutra and Mello (2008) consider the narratives their subjects tell as forms of representation of the reality that can clarify the attitudes and social phenomena behind the pedagogical experiences of each subject and, thusly, establish connections between the pedagogical practices their subjects narrate and the theory. By doing so, the authors embrace the capacity of their subjects to understand their own environments and to grow professionally from reflecting about it.

Mattos and Caetano (2019) draw on Pennycook (2015)[ii] to analyze narratives by language teachers on how learning experiences relate to the senses of the human body. Aiming to understand learning experiences and focusing on synesthetic aspects of language learning, the authors discuss how the different forms of contact with a foreign language (including contacts by senses such as taste and smell) can influence teaching and learning experiences. Mattos and Caetano (2019) collect the narratives written by teachers enrolled in a Specialization Course, on English teaching, at the Federal University of Minas Gerais. In their

5

analysis, the authors identify traits related to the beliefs, attitudes, knowledge and pedagogical practices of their subjects and focus on stories of personal empowerment and personal development towards becoming an English teacher.

These examples of application of Narrative Inquiry are relevant for this paper for highlighting how this method of investigation can bring to light information that, due to its subjective and internal nature, would not be retrievable by other methods of investigation. By providing a glimpse into internal perceptions, Narrative Inquiry seems to be a valuable approach to understand issues related to the development of competences and to strategies of success that led to such development.

Moving forward with the discussion on how student narratives can shed light on the development of Translation Competence, the next section briefly discusses the model of Translation Competence by PACTE, especially focusing on the psycho-physiological component of this model, whose internal nature may be better mapped through Narrative Inquiry.
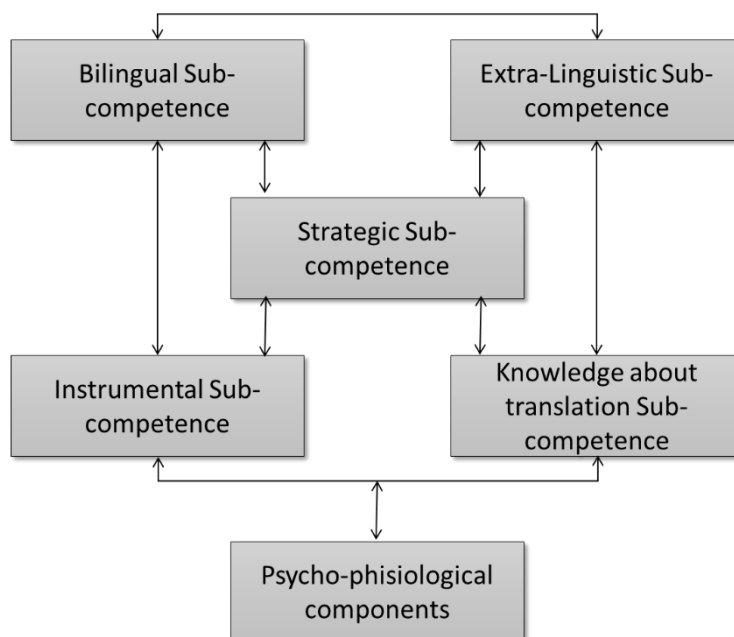
6 *On Translation Competence*

For the past few decades, scholars have debated on the notion of Translation Competence, as the set of knowledge and skills necessary to carry out a translation task. An example of prolific discussions on the subject can be found on the works by the group PACTE (and affiliated works). According to this model of Translation Competence, translation is more than a simple form of bilingualism: it is a specialized skill that can be taught and developed through the realization of practical activities and through theoretical studies.

This paper draws on PACTE model of Translation Competence, for considering its multidimensional characteristic and the in-depth discussions it is based on[iii]. The model — whose premises are from psychological and cognitive studies and whose construction follows an empirical approach — considers Translation Competence as 1) an expert knowledge; 2) eminently procedural (and not merely declarative); 3) composed of several interrelated sub-competences; 4) centered on its strategic subcomponent.

The following Figure represents PACTE model of Translation Competence:

Figure 1

Translation Competence (CT) according to the holistic model proposed by PACTE (2003)

Source: PACTE (2003, p. 61)

Figure 1, above, represents the holistic model of Translation Competence proposed by PACTE. In the model, the components can be understood as follows:

1. Strategic sub-competence .... Central to the model, it includes procedures and strategies the translator accesses for assessing problems, for solving problems and, if necessary, for activating other sub-competences towards the solution of problems.

2. Bilingual sub-competence........................ Related to the system of knowledge and linguistic skills (including pragmatic, sociolinguistic, textual and lexico-grammatical aspects) that are needed for establishing communication processes in the linguistic pair of the translation task.

3. Extra-linguistic sub-competence............. It involves encyclopedic knowledge, specific knowledge related to the theme of the text to be translated and cultural knowledge on the cultures involved in the specific translation task.

4. Knowledge about translation sub-competence   It is related to the guiding principles of translation (processes, methods etc.) and of the profession (types of jobs, briefs, target audiences etc.).

5. Instrumental sub-competence .... It involves knowledge and skills related to the profession, including knowledge on how to use sources of documents, applicable information technology, work markets etc.).

6. Psycho-physiological components.......... Refers to the cognitive, behavioral, and psycho-motor mechanisms involved in translation.

As pointed out at the beginning of this section, empirical studies and discussions on the acquisition and development of Translation Competence have been developed for some decades — Gonçalves (2015), Assis et al. (2018), previously mentioned, are examples of works that adopt empirical approaches to discuss Translation Competence in contexts of translator education. For the purposes of this paper, however, it is worth noting the gap in specific discussions about the psycho-physiological component in translator training. Pimentel (2019, p. 17) also points out this gap, problematizing it with the identification of a single reference, Atkinson (2012)[iv], on the topic.

Lara (2016) indirectly addresses the gap in discussions on the psycho-physiological component. After critically reviewing different models of Translation Competence, the author debates the competence paradigm applied to translator training. According to Lara (2016) some models of Translation Competence comprise social and personal components that "are not easily observable and cannot always be measured through academic exams or tasks" (Lara, 2016, p. 10). Still according to Lara (2016, p. 10), it is a characteristic that leads behaviorist-based models to omit this type of components and to define them as transversal competences, as competences related to organization, to problem-solving and decision-making capabilities, and to other factors, as empathy and learning ability.

Following Lara's (2016) line of reasoning, a possible explanation for the relatively low number of investigations on the psycho-physiological components of Translation Competence can be linked to its nature, which includes, as listed in PACTE (2003), attitudinal and psycho-motor components, as:

(1) cognitive components such as memory, perception, attention and emotion; (2) attitudinal aspects such as intellectual curiosity, perseverance, rigour, critical spirit, knowledge of and confidence in one's own abilities, the ability to measure one's

8

own abilities, motivation etc.; (3) abilities such as creativity, logical reasoning, analysis and synthesis etc. (p. 93)

As it can be inferred from the quote, psycho-physiological components cannot be easily verified / measured by means of external experiments or external observations on the individual. The approach of investigating narratives with a view to understanding the role of psycho-physiological components in the development of Translation Competence, may be a response to that difficulty. For being focused on subjective perceptions the individual has on a given phenomenon (in this case, development of Translation Competence), this method may shed light on the influence of pedagogical practices over the development of the Translation Competence.

The following section exemplifies the use of Narrative Inquiry (as a means to understand the development of Translation Competence), analyzing a narrative by a student translator.

Discussing a Narrative of Development   9

Detmering (2018) was the source of the narrative selected to illustrate possible contributions of Narrative Inquiry to understanding the processes of development of the Translation Competence. The reasons for this selection are both the reflections it promotes, and the easy access to the record of the narrative. Initially presented as term paper (for the conclusion of an undergraduate course in Translation Studies), and presented, therefore, at an institutionally significant stage in the development of a student translator, the work is available for public consultation, enabling its discussion in different contexts (as that of this paper, for example).

Detmering (2018) presents a self-reflection on the development of her Translation Competence, based on the observation of three translation tasks carried out during her participation in the community outreach project ExTrad[v]. Despite not being explicitly affiliated to Narrative Inquiry, Detmering (2018) was selected for this analysis because of the manner it brings forth personal narratives and subjective reflections — ranging from the source texts, discourse genres to discussions on her translation process, on her education as a translator and on how specific translation tasks fostered her development as a translator.

The narrative by Detmering (2018) sheds light on her perceptions on her development in relation to the Translation Competence model proposed by the PACTE and recognizing "the complexity of framing and delimiting the subcompetences under analysis" (Detmering, 2018, pp. 13-14).

As previously mentioned, the starting point of the narrative are the author's views on translation (in general) and on three translation tasks, comprising technical texts in the French-Portuguese language pair. One of the points of the narrative to be highlighted, for allowing a glimpse on the development of the author's Translation Competence, concerns the evolution of: a) her concept of translation, and b) her ability to plan and to reflect (in theoretical terms) on the work done. The following excerpts illustrate this:

A. ... **I started to realize that my translation was neither right nor wrong, it was just (my) possibility to read the source texts seen at the time**. Until I discovered theories and reflections on translating, my practice had never been accompanied by theoretical reflections. From then on, I realized the importance of theory, and I recognize it as one of the advantages of being encouraged to enter the Bachelor's Degree in Translation … (Detmering, 2018, p. 24 - emphasis added)

B. **Starting a translation without first knowing and reflecting on the characteristics of the source text led me to make mistakes in the translation, needing to go back several times to the beginning of the translated text to carry out a greater number of revisions (which could have been avoided, with better use of the time allocated for the execution of the task)**. … Interpretation was necessary and could only happen based on my interaction with the source text. This practice was not part of my *modus operandi* at the beginning of the EXTRAD internship. **It took practice in the work with reflections on the theory studied for me to streamline my translation process**. In the same direction, understanding the purpose of translation and its role in the target culture helped to understand the intricacies and specificities of the project that would be essential to outline. (Detmering, 2018, p. 26 - emphasis added)

C.

As previously mentioned, excerpts A and B allow us a window into the process of evolution of the author's Translation Competence. In (A), it is possible to see an instance of

10

evolution in the concept the author has about translation: a prior static view is relativized and the author gains a new perspective on translation. The excerpt highlights an understanding of translation as an instance of textual construction, based on a source text. That understanding can be pointed out as a more dynamic view on translation as a communicative act — in which the function of the translation, the translator's perception of the target audience, the textual genre (and other characteristics) directly impact the construction of this "possibility of reading the source texts".

Similarly, in (B), it is possible to see this process of evolution towards a more dynamic view on translation. In the excerpt, the author explicitly mentions matters related to reflections on the characteristics of the text, to the purpose of the translation, and to the function of the translated text. The narrative also allows us a glimpse into the ability of the translator in planning and in reflecting theoretically about her work, in being more critical when commenting about her previous mistakes, caused by a lack of planning in how to carry out the task.

Matters specifically related to the psycho-physiological component of her Translation Competence can also be identified in the narrative. A point to be highlighted refers to the discussions about discomfort and insecurity, as well as to the importance of developing a translation project[vi], which can be seen in excerpts such as the ones presented below:

11

D. **Being an initial contact with a text of such complexity, I did not feel comfortable making changes**, and I kept the entire structure of text formatting and sentence construction. In addition, considering that the translation was intended for postgraduate training, I assessed that it would be important to make evident the Chevallard's type of writing, as the peculiarities identified could bring more information about the content developed in that text. Such information could be fundamental for the development of a Doctoral Thesis. (Detmering, 2018, p. 30 - emphasis added)

E. Therefore, **in the translation project** … [of the second translation task], I assessed the need for the changes mentioned and **decided to act on the text more effectively and more freely**. (Detmering, 2018, p. 33 - emphasis added)

F. So, since I already knew a little better the way Chevallard used to express himself, **I felt more security and freedom to do some reformulations**. In the textual

reading, I realized that it would be necessary to break up very large sentences, periods that sometimes took an entire paragraph, and that would make it difficult to resume referents, impairing the understanding of the message (Detmering, 2018, p. 33)

More than allowing us to perceive an evolution in the Translation Competence, excerpts C, D and E reveal issues associated to the psycho-physiological component. In (C), for instance, the narrative reveals the discomfort and the insecurity the author feels when undertaking the novelty of a translation task, followed by a decision in avoiding translation strategies that could be interpreted as forms of interference in the source text. In (D) and (E), on the other hand, it is possible to see a development towards a more confident posture: the author establishes translation projects based on in-depth research on the source texts and, with an increased sense of security, focuses on constructing more understandable target texts, in her assessment.

From the narrative, it is possible to grasp a sense of evolution in overcoming initial aspects of insecurity in relation to the translation task undertaken. In addition, the narrative opens a window to the psycho-physiological component of her Translation Competence, presenting us with her perspective about her autonomy as a translator, her emotions, her critical consciousness, her confidence etc. That perception into her cognitive and attitudinal elements, as previously discussed, would not be easily achievable with the adoption of other forms of investigation.

Finally, the narrative presented by Detmering allows us to access notions of self-assessment and self-criticism, as shown in the following excerpts:

G. In my contact with the specialized knowledge in the translation of Chevallard's texts, I noticed an evolution in the textual production process between … [translation task 1 and translation task 3]. **In the beginning, I did the translation of small parts of the sentences until I translated them completely. In the end, I already took more extensive text units and larger blocks were translated from my understanding of the text as a set.** (Detmering, 2018, p. 48 - emphasis added)

H. **One of the first activities carried out when receiving a demand became research on the author of the text and his textual production**. (Detmering, 2018, p. 33— emphasis added)

The author also reflects on her own translation process, as it can be seen in excerpts F and G. In (F), for instance, the author discusses the segmentation process in her translation task. In (G), it is possible to see an evolution of the translation process in terms of building a translation project based on research that extrapolated the material to be translated.

The analysis of this narrative, collected from the bibliographic records of the work, allows us to notice, for example, how Narrative Inquiry can reveal information about internal aspects of an individual's perceptions, such as discussions about insecurity about overcoming that insecurity due to the experience of carrying out translation tasks and meta-reflecting on it.

As mentioned in the initial considerations of this paper, we recognize the limitation of carrying out a discussion based on a single case, yet, we believe this discussion to be a demonstration of feasibility. In the medium-long term, systematic endeavors in collecting and analyzing narratives may shed light on issues related to the psycho-physiological component of Translation Competence. A matter to be investigated in a larger database of narratives, for instance, is about insecurity in carrying out translation tasks: is it an idiosyncratic characteristic narrated by Detmering (2018) or does it refer to a common trait to different translators? Moreover, the analysis of a larger database may be useful for the identification of narrative patterns, of more (or less) efficient methods in translator training and of other aspects.

The following section presents reflections on building methods that allow the collection of narratives by training translators, with a view to establishing a line of narrative inquiry that allows the understanding of the development of Translation Competence.

On Constructing Instruments for Narrative Inquiry in Translation Studies

This section presents some challenges to be addressed in future developments related to instruments for the collection of narratives, with the goal of understanding processes of development of the Translation Competence (more specifically its psycho-physiological component). A challenging aspect concerns the development of means for the systematic collection of narratives. This paper — due to the gap mentioned in the section about Theoretical Background, about specific discussions on psycho-physiological components — was limited

to presenting reflections based on a single narrative, collected from the bibliographic records of a student's narrative. The following techniques — as discussed by Barbosa (2008, pp. 4-5), who draws on McMillan and Schumacher (1997)[vii] — may be useful for building methods of data collection.

Figure 2 – *Comparative of techniques for data collection*

Collection technique	Strengths	Limitations
Survey	- Ensures anonymity - Easy-to-tabulate objective questions - Ensues uniformity via standardized questions - Unlimited time for subjects to reflect upon their answers - Data can be easily digitalized - Affordable	- Answers cannot be falsified or clarified - Difficult to tabulate open answers - Answers can be influenced by a "desire for social leveling" - Restricted to literate subjects - Items can be polarized/ambiguous
Interview	- Flexibility in terms of application - Easy adaptation of protocols - Answers can be falsified or clarified - High rates of response - Not restricted to literate subjects	- High costs - Time consuming - Subjection to interviewer's polarization - Lack of anonymity - Responses may be affected by its own impacts on the interviewee Personal characteristics of the interviewer and the interviewee - It requires specific training - Questions that guide the answer
Direct Observation	- Able to capture people's natural behavior - Minimizes the influence of the "desire for social leveling" - Relatively low level of intrusion - Reliable for observations with low level of inference	- Polarized by the observer - It requires specific training - Effects of the observer on people - Unreliable for observations with complex inferences - Does not guarantee anonymity - Observations that are difficult to interpret - Does not prove / clarify the observed thing - Restricted number of variables
Institutional Records (Document Analysis)	- Low cost - Retrieval time is reduced - Information is stable	- Incomplete or outdated data - Excessively aggregated - Changes in patterns over time - Restricted use (confidentiality) - Data difficult to recover

14

Collection technique	Strengths	Limitations
Focus Group	- Low cost and quick response - Flexibility in terms of application - Efficient to obtain qualitative information in the short term - Efficient to clarify complex issues in project development - Suitable for measuring the degree of satisfaction of the people involved	- Requires experienced facilitator / moderator to lead the group - Does not guarantee total anonymity - Depends on the detailed selection of participants - Information obtained cannot be generalized

Source: Barbosa (2008, pp.4-5)

Figure 2 — taken from Barbosa (2008, pp. 4-5) based on McMillan and Schumacher (1997) — provides insight on different methods for collecting narratives to be analyzed as data. Among the techniques listed in the figure, document analysis is the closest to one used in this paper, which collects a narrative from the public bibliographic record of term papers presented for the conclusion of an undergraduate course in Translation Studies at the Federal University of Paraíba. As previously mentioned, easy access and the stability of the registry are some of the reasons for choosing that specific narrative for this analysis.

As previously pointed out, a challenging aspect for future endeavors of using methods associated to Narrative Inquiry in order to understand the development of Translation Competence involves the development of means to collect narratives in a more systematic way (differently from the single case approach adopted in this paper). In this regard, the comparison of techniques for data collection presented in Figure 2 may be a valuable resource.

A seminal work in terms of collection of data to understand the development of Translation Competence can be found in Pimentel (2019), who applies a questionnaire followed by an interview, and assesses the development of the psycho-physiological component of its subjects, in relation to their participation in community outreach programs. In spite of not being affiliated to Narrative Inquiry, Pimentel (2019) adopts an approach compatible to the one discussed in this paper, for giving voice to translators in training, seeking to raise their subjective perceptions about issues related to translation (such as degree of difficulty of the texts to be translated, translation choice processes, evaluations of translation problems etc.). For future endeavors in collecting narratives from translation students, Pimentel (2019) is a reference to be considered.

The following section presents some considerations on this paper, drawing from discussions and perspectives on future developments of the work.

Final Considerations

This paper aimed at discussing Narrative Inquiry as an approach to investigate the inner perceptions of student translators about the developments of their Translation Competence. Throughout this discussion, we presented i) narrative inquiry, ii) discussions on Translation Competence, iii) works that point out the gap in specific investigations on psycho-physiological components of the Translation Competence, and iv) an analysis of a narrative, with a view to show the feasibility of this line of inquiry within Translation Studies.

In our investigation for this paper, no studies with this scope — within Translation Studies, aiming at understanding the impacts of psycho-physiological components in the development of Translation Competence of student translators — were found. Instances of Narrative Inquiry, as an approach to scientific investigation, however, can be found in several disciplines, as pointed out by Connelly and Clandinin (2006), and may be helpful in providing means to revealing subjective perceptions about the individual experiences of student translators.

Two works — Pimentel (2019) and Detmering (2018) — were mentioned in this paper for their correlation with this study, despite their non-explicit affiliation to Narrative Inquiry. The former was emphasized for working interviews and questionnaires as a means to accessing the inner experience of its subjects, constituting, hence, a seminal reference for future investigations on psycho-physiological component of Translation Competence. The latter was emphasized for bringing forward a student's experience, and for opening a window into the student translator's perceptions, reflections and inner processes related to the development of her translation competence — such as the matter of how insecurity affects the realization of a translation task.

Future developments of this work involve the systematic collection of student narratives and the development of research instruments for this purpose, based on the framework discussed in this article — such as McMillan and Schumacher (1997), cited by Barbosa (2008), for example. We expect the analyses resulting from a systematic collection of narratives to allow the identification of patterns in learning practices, beliefs and attitudes, in addition to showing stories of personal development that will promote a critical (self) awareness in student translators and their empowerment as future professionals.

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17

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[i] There is no implication of criticism, nor disregard, towards the line of inquiry proposed by Mona Baker (and related works) in using narrativity as a theoretical approach to understanding the position of translators in conflict zones. In our understanding, such a line of inquiry has a different focus than the one we describe, thus the reference to the relatively low number of inquiries, exploring narrative inquiry in Translation Studies.

[ii] Pennycook, A. (2015, 14th of July). English from below. In *Congresso Brasileiro de Linguística Aplicada*, 11. Campo Grande - MS: Associação de Linguística Aplicada do Brasil/Universidade Estadual do Mato Grosso do Sul.

[iii] Considering the scope of this paper, other models will not be reviewed. For discussions on different models, we recommend Lara (2016), referenced in this paper.

[iv] Atkinson, D. P. (2012*). Freelance translator success and psychological skill: a study of translator competence with perspectives from work psychology* [Doctoral Thesis, University of Auckland].

[v] For further information on the project — including on its history, directives and work-flows — we suggest the following paper: Alves, D., et al. (2018). Formação de Tradutores e Tradutoras: Sobre o estabelecimento de um programa de extensão em tradução na Universidade Federal da Paraíba. In G. Pereira and P. Costa (Eds.). *Formação de tradutores: por uma pedagogia e didática da tradução no Brasil* (1ed., v. 5, pp. 75-98). Pontes Editores.

[vi] For the purposes of this paper translation project refers to the guiding principle behind the entire decision-making process in a translation, as pointed out by Berman (1995, p. 76), who says that "all meaningful translation is based on a project, an articulated objective. Such a project is determined both by the position of the translator and by the specific demands of the text to be translated".

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[vii] McMillan, J. H. and Schumacher, S. (1997). *Research in Education* (pp. 274-275). Addison Wesley Educational Publishers Inc.