

SCIENTIFIC ARTICLES ON TRANSLATION TRAINING PUBLISHED IN BRAZIL: A BIBLIOMETRIC STUDY OF THE LAST 41 YEARS (1981-2022)

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- **ABSTRACT:** This paper aims to show the results of a bibliometric study that examines, quantitatively and qualitatively (Vanti, 2002; Araújo; Alvarenga, 2011; Ren; Huang, 2021), scientific articles on the topic of translation training published in Brazilian journals of Translation Studies, as well as those dedicated to the fields of Letters and Linguistics [Letras e Linguística], in their special issues on translation. In addition to measuring numerical data on the volume of articles published over the last 41 years, their authors and co-authorship networks, and the institutions to which they are affiliated with, this article also examines the keywords adopted by the authors, seeking to relate them to possible research trends in the subfield of translation training.
- **KEYWORDS:** Translation Training. Translation Teaching. Translator Education. Bibliometrics. Scientific Journals. Scientific articles.

Introduction

Based on the pioneering work of James Holmes (1988/2004), and on the contributions of Gideon Toury (1980/1995), Translation Studies researchers delimit their types and objects of study, distinguish their methodological procedures, adhere to certain theoretical schools, or simply refute them, seeking to contribute to the consolidation of the investigations disseminated in this field through countless scientific journals and books.

The data registered in BITRA (Bibliography of Interpreting and Translation), created and directed since 2001 by Professor Javier Franco Aixelá, from the Department of Translation and Interpreting at the University of Alicante, located in the province of Valencia, Spain, reports more than 10,000 books, 32,000 book chapters, 45,000 scientific articles, 3,000 Ph.D. dissertations, and more than 200 journals especially dedicated to Translation and Interpreting Studies around the world, involving more than 15 languages (Franco Aixelá, 2023).

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From this perspective, this robust scientific production of Translation and Interpreting Studies, which tends to keep on growing, given the constant need for intellectual and commercial communication amongst people, deserves to be bibliometrically analyzed, with the purpose of highlighting the strengths of these fields.

According to Gile (2015), research involving bibliometrics began particularly in Translation Studies decades ago. In addition to the aforementioned BITRA, the author points out that the interest in bibliometric analysis, aimed at measuring the production of texts and the parameters related to them, as opposed to the more general concept of scientometrics, which applies to any measurement of scientific activities, began in China, with a series of studies implemented by Gao and Chai (2009), Wang and Mu (2009), Tang (2010), Wang (2015), amongst others. Gile (2015) claims that this is about evaluating the impact of translation research on science:

[...] The more often an author (or journal) is cited, the more influence (s) he has. In sociological terms, citations can be used to identify and track the evolution of research networks and their structure. In institutional terms, for academics, including Translation Studies scholars, the so-called impact factor has become important in one's professional development, which has raised some interest within Translation Studies (Gile, 2015, p. 243).

Regardless of the sources and materials they examine, bibliometric or scientometric analyses have a broad descriptive power, in the sense of assessing the influence of academic centers and their intellectuals.

Seeking to provide an analysis of some aspects of academic publications in the field of Translation Studies, based on the data available online in the Translation Studies Bibliography (TSB), created in 2002, and published by John Benjamins, Doorslaer and Gambier (2015) measure the geographical dispersion of more than 26,000 translation studies, including interpreting, based on their academic affiliations, scientific journals, frequencies and co-occurrences of keywords, as well as in relation to the languages of the publications (this number, in 2023, exceeded 40,000 studies registered in this database). The TSB *corpus*, collected and analyzed by the authors in 2015, shows that the most influential academic institutions in Translation Studies are Spanish universities, such as the Autonomous University of Barcelona, the University of Granada, the Jaume I University, the Rovira i Virgili University, the University of Vigo, the University of Malaga, and the University of Valladolid. According to the authors, Spanish universities have a considerable tradition in Translation Studies, since the country's educational and academic policies have largely institutionalized them at university level. With regard to the more than 600 keywords that frequently occur in the TSB *corpus*, the authors conclude that the dispersed nature of these keywords still persists, generally related to the scope of the journal, i.e. whether it is dedicated to literature, discourse analysis, translation didactics, etc.

Li (2015), from the School of Translation Studies at Xian University, in China, argues that an important contribution of bibliometric studies is to make researchers visible to the community. Their international visibility is due to the number of publications, citations, keywords, and participation in editorial boards of scientific journals they are engaged in. Li (2015) explains that, unlike the visibility of Social Sciences and Humanities researchers, who seek to influence and transform their local community, Translation Studies researchers deal with topics of global interest from an interlingual perspective, such as theoretical and descriptive studies, translator training, translation tools, amongst others.

Similar to Li's (2015) claims, Yan, Pan and Wang (2018) see bibliometric analysis as a possibility of obtaining, through databases and triangulation with other methods, a deeper insight into the intellectual production of Translation Studies and their subfields, leading researchers to a better understanding of research needs. Through bibliometric analysis covering more than 320 articles on Translator and Interpreter Training published in English, between the years 2000 and 2012, in more than 10 scientific journals around the world, Yan, Pan and Wang (2018) state:

“Maps” were produced as the result of the reviews [...], covering different areas in the originally “dark forest” of translator and interpreter training. [...] These “maps” clearly depict the “landscape” of the research studies on interpreter and translator training. These maps provide the much-needed tool with which researchers can steer themselves and know exactly where to head for in their strenuous journey for new discovery (Yan; Pan; Wang, 2018, p. 3).

Based on the collected data, Yan, Pan and Wang (2018) conclude that the majority of the scientific articles deal with translation teaching (72%), i.e. with “teaching philosophies” and the “content to be taught”, 18% focus on learning, i.e. articles are centered on discussions involving student's autonomy, and around 10% deal with the topic of “translation evaluation”, relegating this last category to a less prestigious place.

In view of the above, bibliometric research in China and around the world will certainly continue to grow, given its usefulness to researchers. Wen Ren and Juan Huang (2021) point out that word co-occurrence analysis, for instance, is a powerful bibliometric and scientometric tool for detecting the topics covered in a given field of research, the relationship between these topics, the extent to which these topics are central to the disciplines, and their level of consolidation.

In Brazil, some efforts have also been made to measure the national scientific production in Translation Studies, as the ones published by Pagano and Vasconcellos (2003), Frota (2007), Vasconcellos (2013), Dias and Faleiros (2013), Albres and Lacerda (2013), Alves and Vasconcellos (2016), Camargo and Franco Aixelá (2019), Costa and Guerini (2020), Esqueda (2020), just to name but a few.

Pagano and Vasconcellos (2003) examine the production of Master's thesis and Ph.D. dissertations linked to Translation Studies and produced by Brazilian researchers between 1980 and 1990. For the authors, since the early 1980s, research in this field in Brazil has been highly diverse and fragmented in terms of institutional affiliation with different graduate programs.

Adopting a diachronic perspective, Frota (2007) shows the quantitative and qualitative evolution of Translation Studies in Brazil, from 1952 until the creation, in 1996, of the scientific journal *Cadernos de Tradução*, by the Federal University of Santa Catarina. The author states that the studies carried out in this field in Brazil have expanded considerably in terms of the diversity of the objects they investigate: literary translation, teaching, terminology, interpretation, discourse, post-structuralism, media, *corpora*, amongst others.

Seeking to portray how the landscape of the field of Translation Studies is dynamic, adaptive and constantly changing, as opposed to the images of stability and order that seemed to be suggested by Holmes' map (1988/2004), Vasconcellos (2013) answers the questions: where were we yesterday? Where are we today? And what do we want to be tomorrow in the field of Translation Studies? The author gathers historical information that reveals the attempt by researchers to create their own space for translation in Brazil, especially with the creation of GTTRAD (Translation Working Group) of ANPOLL (National Association of Graduate Studies in Letters and Linguistics [Letras e Linguística]), ABRATES (Brazilian Translators Association), and SINTRA (National Translators Union), as well as the creation, in 1986, at graduate level, of the specific research field in translation in the country, which belongs to the Graduate Program in Applied Linguistics at the State University of Campinas.

Dias and Faleiros (2013) examine the place of literary translation in six Brazilian scientific journals of Translation Studies, namely *Cadernos de Literatura e Tradução*, *Scientia Translationis*, *Tradução em Revista*, *Cadernos de Tradução* (UFSC), *TradTerm* and *Tradução & Comunicação*. The authors show that literary translation occupies a prominent position in these journals, accounting for almost 45% of the publications.

For Albres and Lacerda (2013), the Brazilian Federal Law No. 10.436 of 2002, which recognized the Brazilian Sign Language (*Libras*) as a legal form of communication and expression, regulated by the Decree No. 5.626 of 2005, leveraged the research that currently involves it, which, although not fully articulated with Translation or Interpretation Studies, discusses the role of the translator and interpreter.

Continuing the mapping of Translation Studies presented by Pagano and Vasconcellos (2003), Alves and Vasconcellos (2016) point out that research in this field is currently underway in four out of five of the Brazilian geopolitical regions. The data collected by the authors, however, indicate that there is still a need to consolidate indexing parameters for Translation Studies, especially with regard to the keywords that describe and delimit the research, a necessity which was also pointed out by Pagano and Vasconcellos (2003).

The study conducted by Camargo and Franco Aixelá (2019) found that Brazil is one of the countries that produces the highest number of studies in the field of Translation Studies, occupying the 4th place in the ranking of Ph.D. dissertations produced worldwide, although the data is indicative in relation to Europe and Latin America, and are therefore not exhaustive, as they do not include in the comparisons the research produced in countries such as China and Canada (Camargo; Franco Aixelá, 2019, p. 131).

From this brief introduction, which looks at some bibliometric studies recently implemented in Translation and Interpreting Studies, both internationally and nationally, it is possible to confirm the importance and validity of bibliometric analyses, which seek to quantitatively and qualitatively evaluate a set of characteristics and research trends belonging to these disciplinary fields.

Thus, this article serves as a supplement to the aforementioned research. Motivated by bibliometric studies, which have a broad descriptive power, this article aims to present the results of a study of this nature that examines, quantitatively and qualitatively, scientific articles on the topic of translation training¹ published in Brazilian scientific journals of Translation Studies, as well as those linked to the fields of Letters and Linguistics [Letras e Linguística], in their special issues on translation.

Before beginning to describe the methodology herein adopted, it is worth noting that the study of Costa and Guerini (2020) differs from the present study. Although the authors show a mapping of scientific articles on the subfield of translator training, especially those published in six Brazilian online scientific journals, the time frame they adopted extends from 1996 to 2016 and highlights the keywords most used by researchers. In the present article, however, in addition to continuing the research by Esqueda (2020), who mapped the main pedagogical approaches conveyed by Brazilian authors in the subfield of translation training published in scientific articles in seven Brazilian scientific journals of Translation Studies, the aim is to highlight the most common keywords in the collected *corpus*, as well as the most prominent authors and co-authors. In addition, as detailed below, this article examines 28 scientific journals and uses specific software for bibliometric mapping. In this sense, the works by Costa and Guerini (2020), Esqueda (2020), and the present study tend to complement each other.

It should also be noted that even with the intense search for publication sources, this does not mean that we have complete control over everything that may have been published in the subfield of translation training.

Methodology: materials, methods, and techniques for a bibliometric study on translation training

The selection of the scientific journals of Translation Studies in Brazil starts in 1981, as this is the year in which the first scientific journal in this field was launched

¹ The use of the term “translation training” will be explained below. See section Results of this article.

in the country, *Tradução & Comunicação*. Its first publications by Editora Álamó and Faculdade Ibero-Americana de São Paulo took place between 1981 and 1986 and, after a period of interruption, the journal was published again in 2001. The articles published until 2005 are only available in printed form, and their data was recorded manually in electronic files from the collection available at the University of São Paulo. The journal became available online in 2006, but ceased its editorial activities in 2013.

Eighteen (18) scientific journals of Translation Studies in Brazil were selected. With the exception of the first volumes of *Tradução & Comunicação* mentioned above, the others make their articles available for free on their websites, facilitating the analyses. Table 1 shows the titles of the journals and the institutions to which they belong to.

Chart 1 – Brazilian scientific journals of Translation Studies and their respective institutions

Journals	Institutions / year of creation
1. <i>Belas Infêis</i>	UnB (Universidade de Brasília) (2012)
2. <i>Cadernos de Literatura em Tradução</i>	USP (Universidade de São Paulo) (1997)
3. <i>Cadernos de Tradução</i>	UFSC (Universidade Federal de Santa Catarina) (1996)
4. <i>Cadernos de Tradução</i>	UFRGS (Universidade Federal do Rio Grande do Sul) (1998)
5. <i>Caleidoscópio: Literatura e Tradução</i>	UnB (Universidade de Brasília) (2017)
6. <i>Cultura e Tradução</i>	UFPB (Universidade Federal da Paraíba) (2011)
7. <i>In-Traduções</i>	UFSC (Universidade Federal de Santa Catarina) (2009)
8. <i>N.T. (Nota do Tradutor)</i> - 9. <i>Revista Literária em Tradução</i>	Organized by professional translators (2010)
10. <i>Non Plus: Estudos Linguísticos, Literários e Tradutológicos em Francês</i>	USP (Universidade de São Paulo) (2012)
11. <i>Revista Brasileira de Tradução Visual</i>	Organized by professional translators/independent members / UFPE (Universidade Federal de Pernambuco) (2010)
12. <i>Rónai: Revista de estudos clássicos e tradutórios</i>	UFJF (Universidade Federal de Juiz de Fora) (2013)
13. <i>Scientia Traditionis</i>	UFSC (Universidade Federal de Santa Catarina) (2005)
14. <i>TradTerm</i>	USP (Universidade de São Paulo) (1994)
15. <i>Tradução & Comunicação</i>	Centro Universitário Anhanguera de São Paulo (antigo Centro Universitário Ibero-Americano/Unibero/Editora Álamó) (1981)

Journals	Institutions / year of creation
16. <i>Tradução em Revista</i>	PUC-RJ (Pontifícia Universidade Católica do Rio de Janeiro) (2004)
17. <i>Traduzires</i>	UnB (Universidade de Brasília) (2012)
18. <i>Translatio</i>	UFRGS (Universidade Federal do Rio Grande do Sul) (2011)
19. <i>Transversal</i>	UFCE (Universidade Federal do Ceará) (2015)

Source: own elaboration

Scientific journals focusing solely on Sign Language Interpreting Studies were excluded, as it was the case of the journal *Sinalizar*, from the Federal University of Goiás, once they do not align with the broader scope of Translation and Interpreting Studies that this research aims to cover.

Forty-three (43) Brazilian scientific journals in the field of Letters and Linguistics [Letras e Linguística] that published online special issues on Translation Studies were examined. Chart 2 shows the titles of the journals, as well as the institutions to which they belong to, followed by the title of the special issue.

Chart 2 – Scientific journals in Letters and Linguistics [Letras e Linguística] that published special issues on Translation Studies

Journals	Institutions/year/title of the special issue on Translation Studies
1. <i>Aletria</i>	(UFMG), v. 22, n. 1, 2012: O cânone da literatura traduzida no Brasil
2. <i>Aletria</i>	(UFMG), v. 25, n. 2, 2015: Tradução Comentada
3. <i>Aletria</i>	(UFMG), v. 30, n. 4, 2020: Ética na Tradução Literária
4. <i>Alfa: Revista de Linguística</i>	(UNESP) v. 36, 1998: O texto: leitura e tradução
5. <i>Alfa: Revista de Linguística</i>	(UNESP) v. 44 (n. esp.), 2000: Tradução, desconstrução e pós-modernidade
6. <i>Crop</i>	(USP) n. 6, 2001: Emerging Views on Translation History in Brazil
7. <i>D.E.L.T.A.</i>	(PUC-SP) v. 19, n. 3, 2003: As várias dimensões dos Estudos da Tradução no Brasil
8. <i>Domínios de Lingu@gem</i>	(UFU) v. 5, n. 3, 2011: Tradução
9. <i>Domínios de Lingu@gem</i>	(UFU) v. 11, n. 5, 2017: Estudos da Tradução: Tradição e Inovação
10. <i>Domínios de Lingu@gem</i>	(UFU) v. 13, n. 2, 2019: Leitura, escrita e tradução: desafios e aplicações da pesquisa empírica e experimental
11. <i>Estudos Avançados</i>	(USP) v. 26, n. 76, 2012: Tradução Literária
12. <i>Eutomia: revista de literatura e linguística</i>	(UFPE) v. 1, n. 10, 2012: Dossiê Teoria e Prática da Tradução Literária

13. <i>Gragoatá</i>	(UFF) v. 7, n. 13, 2002: Lugares da tradução
14. <i>Gragoatá</i>	(UFF) v. 24, n. 49, 2019: Tradução e suas vicissitudes: entre ofício e arte
15. <i>Graphos</i>	(UFPB) v. 11, n. 2, 2009: Dossiê Cultura e Tradução: abordagens e perspectivas teórico-críticas
16. <i>Graphos</i>	(UFPB) v. 17, n. 1, 2015: Tradução e Cultura: novos desafios metodológicos e interdisciplinares na dimensão global
17. <i>Graphos</i>	(UFPB) v. 18, n. 2, 2016: Traduzir, Transcriar, Transformar
18. <i>Graphos</i>	(UFPB) ed.esp. 2018: Traduzindo pesquisas do processo tradutório: uma homenagem ao Prof. Dr. Arnt Lykke Jakobsen / Translating translation process research: in honor of Prof. Dr. Arnt Lykke Jakobsen
19. <i>Horizontes de Linguística Aplicada</i>	(UnB) v. 8, n. 2, 2009: Tradução no ensino de línguas
20. <i>Ilha do Desterro</i>	(UFSC) n. 72.2, 2019: Literary Translation
21. <i>Ilha do Desterro</i>	(UFSC) n.17, 1987: Translation/Tradução
22. <i>Ilha do Desterro</i>	(UFSC) n. 28, 1992: Translation Studies
23. <i>Ilha do Desterro</i>	(UFSC) n. 33, 1997: Translation Studies in Germany
24. <i>Ilha do Desterro</i>	(UFSC) n. 36, 1999: Shakespeare's Drama in Translation
25. <i>Ipotesi</i>	(UFJF) v. 13. n. 1, 2009: O Brasil e seus tradutores
26. <i>Letras</i>	(UFMS) n.8, jun/1994: Tradução
27. <i>Littera</i>	(UFMA) v. 10, n. 18, 2019: Tradução literária: leituras e criação
28. <i>Remate de Males</i>	(UNICAMP) v. 38, n. 2, 2018: Dossiê Tradução em Ensaio
29. <i>Remate de Males</i>	(UNICAMP) v. 4, 1984: Território da Tradução
30. <i>Revista Brasileira de Linguística Aplicada</i>	(UFMG) v. 2, n. 2, 2002: Tradução
31. <i>Revista Brasileira de Literatura Comparada</i>	(ABRALIC) v. 13, n. 19, 2011: Poesia e tradução: relações em questão
32. <i>Revista da ANPOLL</i>	ANPOLL: n.48, 2018: Estudos da Tradução
33. <i>Revista de Letras</i>	(UNESP) v. 49, n. 1, 2009: Poesia em tradução
34. <i>Revista de Letras</i>	(UFC) v.1, n. 37, 2018: Tradução
35. <i>Revista de Letras</i>	(UFC) v. 1, n. 39, 2020: Tradução, internacionalização e práticas culturais
36. <i>Revista de Letras</i>	(UFC) v. 2, n. 40, 2021: Tradução, recepção e circulação da literatura brasileira
37. <i>Revista Letras & Letras</i>	(UFU) v. 31, n. 3, 2016: Estudos em Tradução e Interpretação

38. <i>Revista Letras & Letras</i>	(UFU) v. 35, n. 2, 2019: Avaliação de Traduções
39. <i>Revista de Literatura e Cultura Russa</i>	(USP) 11.17, 2020: Tradução de literatura russa em perspectiva comparada
40. <i>Trabalhos em Linguística Aplicada</i>	UNICAMP) v. 19, 1992: Tradução
41. <i>Trabalhos em Linguística Aplicada</i>	UNICAMP), v. 11, 1988: Tradução
42. <i>Trabalhos em Linguística Aplicada</i>	(UNICAMP) v. 50, n.2, 2011: Tradução
43. <i>Trabalhos em Linguística Aplicada</i>	(UNICAMP) v. 57, n. 1, 2018: Múltiplos horizontes da tradução na América Latina

Source: own elaboration based on Freitas Neto (2022), and Sei (2020)²

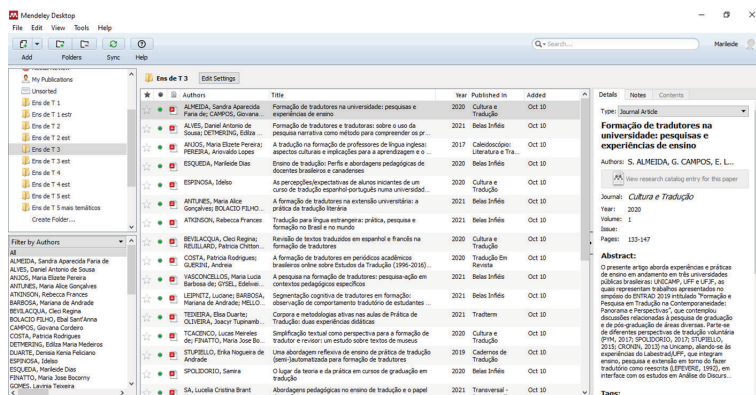
After the selection of the journals (Charts 1 and 2), they were examined in their respective editions and special issues. All the scientific articles that contained at least one of the following words in Brazilian Portuguese in their titles and/or keywords were selected: “*ensino*” (teaching), “*aprendizagem*” (learning), “*didática*” (didactics), “*pedagogia*” (pedagogy), “*formação*” (education), “*treinamento*” (training), “*graduação*” (undergraduate program), “*pós-graduação*” (graduate program), “*universidade*” (university), “*professor*” (teacher), “*docente*” (professor), “*instrutor*” (instructor), “*aluno*” (alumni), “*estudante*” (student), “*aprendiz*” (learner), as well as the respective verbs and/or adjectives derived from them. Articles referring to the training of interpreting and sign professionals were excluded.

In a second stage, once the articles had been selected, they were extracted from their journals’ websites and stored in a Word directory. All the articles were downloaded as .pdf files. Those that were manually processed, as it was the case with the first articles printed in the journal *Tradução & Comunicação*, were scanned and then converted into .pdf files. As mentioned earlier, some issues of this journal were collected at the University of São Paulo, whereas others belong to the personal collection of the author of this article.

The free Mendeley software (version 1.19.4), from Elsevier Ltda., was used to manage the files, i.e. to save and maintain the specific collection of articles containing their full version in .pdf, and their metadata, such as title, keywords, year of publication, author(s), etc. It is worth noting that the printed articles from the journal *Tradução & Comunicação* were not only scanned and converted to .pdf, but also had their metadata manually entered. Figure 1 illustrates the data organized in the Mendeley software.

² Part of the list of the Brazilian scientific journals in Charts 2 was based on Freitas Neto (2022), and Sei (2020). Other journals and their respective special issues were listed in this chart to the knowledge of the author of this article.

Figure 1 – Example of the organization of the articles in Mendeley software



Source: own elaboration

Once organized, the metadata of the articles were exported from the Mendeley software and saved in .ris file format (Research Information System). This step allowed the title, author(s), journal title, year, number of pages, abstract and keywords of each article (last column on the right-hand side of Figure 1) to be opened, processed and analyzed using bibliometric analysis software, such as VOSviewer (version 1.6.20) (See Esqueda, 2020; 2022 for more details).

The VOSviewer software, specifically designed for building bibliometric maps, belongs to the Center for Science and Technology Studies at Leiden University, in Leiden, The Netherlands (Van Eck; Waltman, 2010). In this study, the use of VOSviewer made it possible to build bibliometric maps, especially with regard to measuring the authors and respective co-authors who published the most in the *corpus*, as well as the most recurrent keywords which emerge from it.

Additionally, to enhance data accuracy and ensure the productivity of the *corpus*, each selected article was carefully read following the initial data organization.

Results: What do numbers “say” on translation training in Brazil?

General bibliometric data

In total, 218 scientific articles were collected using the keywords listed above. Other types of publication were not included in this study, such as prefaces, reviews, interviews or annotated translations. Out of 218, 64 scientific articles written in other languages were excluded, namely: in Spanish (23 articles), French (2 articles), English (37 articles), and in Italian (2 articles), remaining 154 articles to be bibliometrically assessed.

No papers on translation training were found in five scientific journals of Translation Studies, namely: 1. *Cadernos de Literatura em Tradução*, from University of São Paulo, 2. *Cadernos de Tradução*, from the Federal University of Rio Grande do Sul, 3. *Revista Brasileira de Tradução Visual*, independent members / Federal University of Pernambuco, 4. *N.T. (Nota do Tradutor)*, a journal published by professional translators, neither in 5. *Non Plus*, from University of São Paulo. Scientific articles on translation training were found in 13 journals. Table 1 shows the number of scientific articles found in each journal, published in Brazilian Portuguese, as well as their percentage in relation to the *corpus*.

Table 1 – Number of articles on translation training found in scientific journals of Translation Studies

Journal	Quantity	Percentage
1. <i>Cadernos de Tradução</i> (UFSC)	30	19,48%
2. <i>TradTerm</i> (USP)	24	15,58%
3. <i>Belas Infêis</i> (UnB)	18	11,68%
4. <i>Tradução & Comunicação</i>	14	9,09%
5. <i>Cultura e Tradução</i> (UFPB)	12	7,79%
6. <i>Tradução em Revista</i> (PUC-Rio)	10	6,49%
7. <i>In-Traduções</i> (UFSC)	6	3,89%
8. <i>Rónai</i> (UFJF)	4	2,59%
9. <i>Traduzires</i> (UnB)	3	1,94%
10. <i>Scientia Traductionis</i> (UFSC)	2	1,29%
11. <i>Transversal</i> (UFCE)	1	0,64%
12. <i>Caleidoscópio</i> (UnB)	1	0,64%
13. <i>Translatio</i> (UFRGS)	1	0,64%
TOTAL	126	82%

Source: own elaboration

Of the 43 scientific journals in the field of Letters and Linguistics [Letras e Linguística] that published special issues on Translation Studies, 28 articles related to translation training were found in 15 of them, based on the keywords outlined above. Table 2 shows the number of articles found in each journal and its respective special issue, as well as their percentage in relation to the *corpus*.

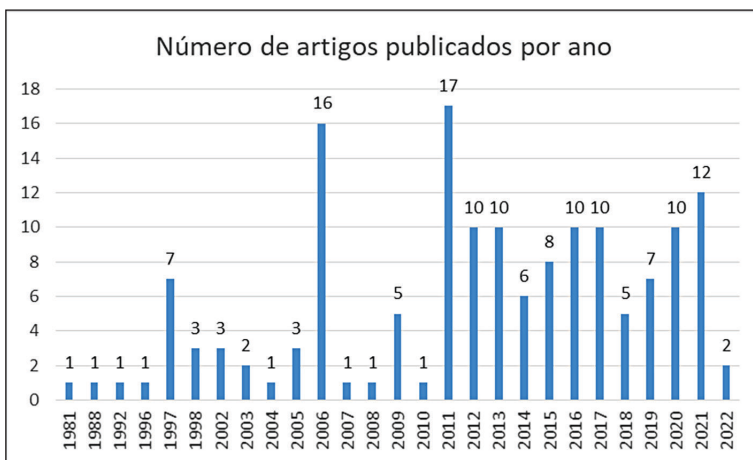
Table 2 – Number of articles on translation training found in scientific journals in the field of Letters and Linguistics [Letras e Linguística] that have published special issues on Translation Studies

Journal	Quantity	Percentage
1. <i>Domínios de Lingu@gem</i> (UFU) 2017	6	3,89%
2. <i>Domínios de Lingu@gem</i> (UFU) 2019	3	1,94%
3. <i>Horizontes de Linguística Aplicada</i> (UnB) 2009	3	1,94%
4. <i>Letras & Letras</i> (UFU) 2016	3	1,94%
5. <i>Graphos</i> (UFPB) 2015	2	1,29%
6. <i>Graphos</i> (UFPB) 2016	2	1,29%
7. <i>Letras & Letras</i> (UFU) 2019	1	0,64%
8. <i>Alfa</i> (Unesp) 1998	1	0,64%
9. <i>Delta</i> (PUC – SP) 2003	1	0,64%
10. <i>Domínios de Lingu@gem</i> (UFU) 2012	1	0,64%
11. <i>Gragoatá</i> (UFF) 2002	1	0,64%
12. <i>Littera</i> (UFMA) 2019	1	0,64%
13. <i>Revista da Anpoll</i> 2018	1	0,64%
14. <i>Revista de Letras</i> (UFC) 2018	1	0,64%
15. <i>Trabalhos em Linguística Aplicada</i> (Unicamp) (1998)	1	0,64%
TOTAL	28	18%

Source: own elaboration

As already mentioned, the *corpus* of 154 scientific articles covers the last 41 years of research into translation training in Brazil. Although no time frame was set before the data was collected, according to the *corpus* data, 1981 was the year in which the first article on translation training was published in the journal *Tradução & Comunicação*. 2006 and 2011 were the years with the highest number of publications, 16 and 17, respectively. Graph 1 shows the number of articles published per year.

Graph 1 – Number of articles published per year on translation training in Brazilian scientific journals



Source: our elaboration

A list of the academic institutions to which the authors affirm to be affiliated with was drawn up manually. This task proved to be quite challenging, as some authors were affiliated with two different institutions in the same article or in more than one article they published, and because they used acronyms to identify the institutions that needed to be verified in other sources. When authors showed affiliations with two or more institutions, preference was given to those in which the researcher holds a teaching position, and not to those in which they affirmed to have completed their Master's thesis or Ph.D. dissertations. Foreign academic institutions were not counted, as the aim of this study was to understand the data in the Brazilian context.

We found 38 different academic institutions to which the authors were affiliated with. Table 3 shows the 12 main academic institutions with the highest number or identical number of affiliated authors per published article. At least five affiliations were counted as a minimum for the presentation of Table 3.

Table 3 – Twelve main academic institutions to which the authors were affiliated with

Institution	Quantity of affiliated authors
Universidade Federal de Santa Catarina (UFSC)	26
Universidade de Brasília (UnB)	13
Universidade Federal da Paraíba (UFPB)	13
Universidade Estadual de Campinas (Unicamp)	11

Institution	Quantity of affiliated authors
Pontificia Universidade Católica do Rio de Janeiro (PUC-Rio)	9
Universidade de São Paulo (USP)	9
Universidade Federal de Uberlândia (UFU)	8
Universidade Federal do Ceará (UFC)	8
Universidade Federal de Minas Gerais (UFMG)	6
Universidade Estadual de São Paulo - Júlio de Mesquita Filho (Unesp) – Campus São José do Rio Preto	6
Universidade Federal do Rio Grande do Sul (UFRGS)	6
Universidade Estadual do Rio de Janeiro (UERJ)	5

Source: our elaboration

According to Table 3, there are 12 Brazilian institutions which, based on the *corpus* under analysis, proved to be important centers of research related to translation training.

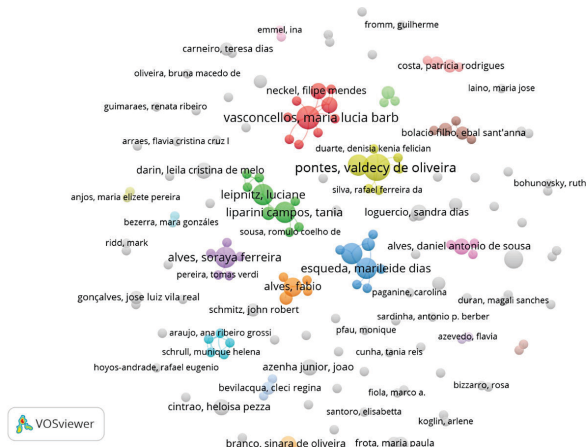
Specific bibliometric data

As already mentioned in the Introduction and in the methodology section, the VOSviewer software (van Eck; Waltman, 2010) was used to build bibliometric maps. The first bibliometric maps refer to the authors, and the following to the keywords.

In order to obtain a more comprehensive map containing the authors and their co-authors of the *corpus*, data from the scientific articles both from the journals of Translation Studies and the journals of the field of Letters and Linguistics [Letras e Linguística] that published special issues on translation, i.e. the 154 scientific articles on translation training written in Brazilian Portuguese were used. A total of 162 authors are responsible for publishing the 154 scientific articles on the topic.

Figure 2 shows a map of authorship and co-authorship which, in VOSviewer's terminology, is called a network visualization of the map of authors and their co-authors. The sizes of the circles (separated by colors) highlight the most prominent authors in the *corpus*, i.e. those who published the highest number of articles on the subfield of translation training.

Figure 2 – Network visualization of authors and their co-authors

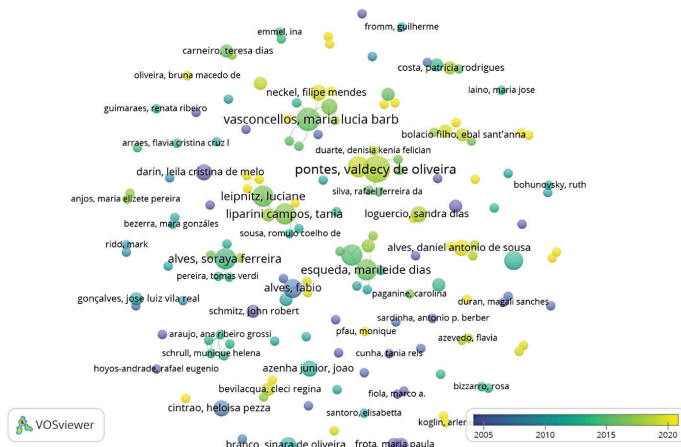


Source: own elaboration

The author with the highest number of scientific articles on translation training is Professor Valdecy de Oliveira Pontes, who holds a Ph.D. in Linguistics from the Federal University of Ceará, and teaches at the same institution, with a total of eight articles published in the investigated *corpus* (larger circle in mustard yellow).

The map in Figure 3 shows that Professor Valdecy de Oliveira Pontes' articles were published between 2015 and 2021, through the date map visualization (or time frame), which VOSviewer software calls overlay visualization. In this type of map, colors play a special role: the bright yellow circles correspond to the most recent items (articles) in the *corpus*.

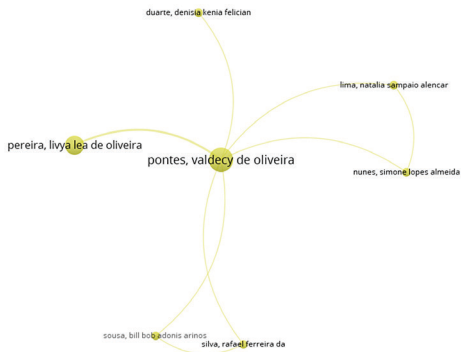
Figure 3 – Overlay visualization of publication dates of the scientific articles



Source: own elaboration

When expanded, the author’s network map shows the authors with whom the aforementioned professor published articles over the years (Figure 4). In his network of co-authors, Lyvia Lea de Oliveira Rodrigues, a professor at the Federal Institute of Education, Science and Technology of Ceará, is the author with whom he published the highest number of articles. According to the information provided in the articles, the other authors are affiliated with the Federal University of Ceará, revealing that his co-authors belong mostly to the same institution as him.

Figure 4 – Network visualization of Professor Valdecy de Oliveira Pontes’ co-autorship



Source: own elaboration

Regarding to the network of authors and their respective co-authors, the density visualization of the following map (similar to a heat map) (Figure 5), called density visualization by the VOSviewer software, shows that Professor Maria Lúcia Barbosa de Vasconcellos, who holds a Ph.D. in Linguistic and Literature from the Federal University of Santa Catarina and teaches at the same institution, is the second author who published the highest number of articles on translation training, with a total of six articles in the investigated *corpus*.

Figure 5 – Density visualization of authors and their co-authors



Source: own elaboration

Although Professor Maria Lúcia Barbosa de Vasconcellos published two fewer articles than Professor Valdecy de Oliveira Pontes, her co-authorship network is broader. Figure 6 shows Professor Maria Lúcia Barbosa de Vasconcellos' co-authorship network. Similar to Professor Valdecy de Oliveira Pontes' data, Professor Maria Lúcia Barbosa de Vasconcellos' co-authorship is established with authors affiliated with the same institution as her, i.e. the Federal University of Santa Catarina, excepting Elaine Espindola, affiliated with the Hong Kong Polytechnic University in China, and Lavínia Teixeira Gomes, affiliated with the Federal University of Paraíba, according to the information provided in their articles.

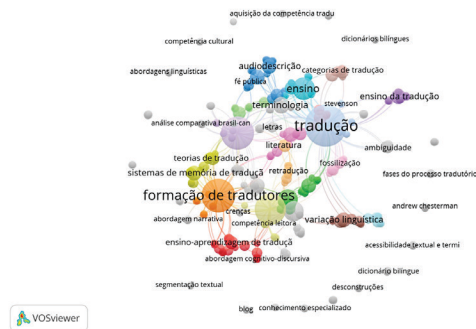
Figure 6 – Network visualization of Professor Maria Lúcia Barbosa de Vasconcellos' co-autorship



Source: own elaboration

The VOSviewer software was also used to create bibliometric maps related to the keywords. The keywords were collected from the “keywords” item present in the articles and registered by the authors themselves. In total, i.e. in the *corpus* of 154 articles, 14 of them have no abstracts and keywords, as it is known that until recently there was no single or uniform format for the publication of scientific articles, at least in Brazil. Articles from the 1981 edition of the journal *Tradução & Comunicação*, the 1997 and 1998 editions of the journals *Cadernos de Tradução*, from UFSC, and *Trabalhos de Linguística Aplicada*, from Unicamp, respectively, some articles from the 2011 edition of the journal *Cultura e Tradução* (volume 1, number 1), from UFPB, and also some from the 2012 edition of the journal *Tradução em Revista* (no. 13), from PUC Rio de Janeiro, do not present abstracts and keywords. Therefore, 140 articles were used to draw up the keyword maps, and 355 keywords were found. The two most frequent keywords in the *corpus* are: “*tradução*” (translation), and “*formação de tradutores*” (training translators), as shown in the network visualization of the keywords map (Figure 7, clockwise), and those with which they co-occur.

Figure 7 – Network visualization of keywords occurrence and co-occurrence

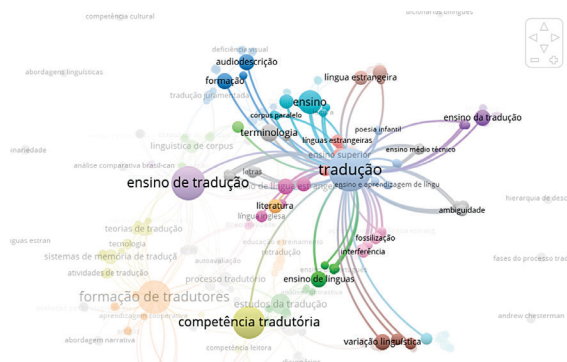


Source: own elaboration

Due to space limitations, this article only analyzes the two most frequently occurring keywords in the *corpus*, “*tradução*” (translation), and “*formação de tradutores*” (translator training).

The keyword “*tradução*” (translation) has the highest number of occurrences, 31 in total, and it is linked to 90 other keywords. By isolating the co-occurrence network of the keyword “*tradução*”, it is possible to note from the map below (Figure 8, clockwise) that it establishes a link strength with the following main keywords: “*língua estrangeira*” (foreign language), “*ensino da tradução*” (translation teaching), “*variação linguística*” (linguistic variation), “*ensino de línguas*” (language teaching), “*competência tradutória*” (translation competence), “*ensino de tradução*” (translation teaching), “*terminologia*” (terminology), “*ensino*” (teaching), “*formação*” (training), “*audiodescrição*” (audio description), and “*línguas estrangeiras*” (foreign languages), amongst others with less link strength.

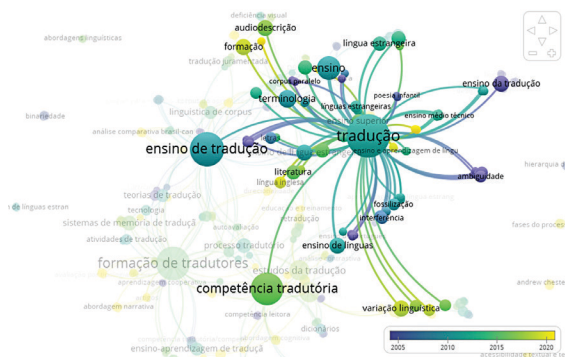
Figure 8 – Network visualization of the keyword “*tradução*” (translation and its occurrence and co-occurrence)



Source: own elaboration

In relation to a time frame, it can be said that the co-occurrence of the keywords “*língua estrangeira*” (foreign language), “*ensino da tradução*” (translation teaching), “*variação linguística*” (linguistic variation), “*ensino de línguas*” (language teaching), “*competência tradutória*” (translation competence), “*ensino de tradução*” (translation teaching), “*terminologia*” (terminology), “*ensino*” (teaching), “*formação*” (training), “*audiodescrição*” (audio description), and “*línguas estrangeiras*” (foreign languages) with the main keyword “*tradução*” (translation) is recent, present in the period between 2005 and 2020, as shown in Figure 9.

Figure 9 – Overlay visualization of dates related to the keyword “*tradução*” (translation)



Source: own elaboration

The second keyword with the highest number of occurrences is “*formação de tradutores*” (translator training), with a total of 20 occurrences and a link strength with 61 other keywords. By isolating the co-occurrence network of the keyword “*formação de tradutores*” (translator training), it is possible to note from the map below (Figure 10, clockwise) that it establishes a link strength with the following main keywords: “*ensino de tradução*” (translation teaching), “*linguística de corpus*” (corpus linguistics), “*língua inglesa*” (English language), “*processo tradutório*” (translation process), “*estudos da tradução*” (translation studies), “*competência tradutória*” (translation competence), “*ensino e aprendizagem de tradução*” (translation teaching and learning), “*sistemas de memória de tradução*” (translation memory systems), “*tecnologia*” (technology), and “*teorias de tradução*” (translation theories), amongst others with less strength.

Discussion: What do the numbers “do not say”?

The analysis of the bibliometric data concerning the authors revealed that two authors, Valdecy de Oliveira Pontes, and Maria Lúcia Barbosa de Vasconcellos, published several articles related to translation training in the *corpus*, eight and six, respectively. Between these authors, Valdecy de Oliveira Pontes, from the Federal University of Ceará, is the one who focuses on discussing the benefits of translation for foreign language teaching. In their 2018 article, for example, Pontes and Duarte state:

The general objective of this study is to analyze the contributions of the use of translation in teaching the PPS (Past Perfect Simple), and the PPC (Past Perfect Compound) to Brazilian learners of Spanish. Although our research focuses on linguistic analysis, as it deals with verb tenses, we believe that understanding the uses of the past perfect simple, and the past perfect compound, in a contextualized and contrastive way, will positively contribute to the learners' communicative process, as they will be improving their knowledge in both the foreign language and mother tongue (Pontes; Duarte, 2018, p. 202, own translation³)

Author Maria Lúcia Barbosa de Vasconcellos, from the Federal University of Santa Catarina, focuses her efforts on the didactics of translation supported by the competence-based approach. In their 2021 article, for example, Vasconcellos and Portilho state:

Based on the didactic proposal for translation teaching of the *Procés d'Adquisició de la Competència Traductora i Avaluació Group (PACTE)*, focusing on the issue of assessment, the theoretical framework of this article will also provide the conceptual basis for competence-based training for translators, assessment in translation teaching, and the integration of professional and pedagogical assessment procedures. The Didactic Unit (DU) proposed in this paper uses the assessment methods and criteria adopted by translation agencies as a basis for learning tasks, with the aim of exposing students to a situation similar to professional assessment, in conditions that allow them to reflect on the methods and criteria applied in the professional environment and to develop strategies for acquiring, and subsequently updating, the competences required for

³ No original: “O objetivo geral que norteia o presente estudo é o de analisar as contribuições do uso da tradução no ensino do PPS (Pretérito Perfeito Simples) e do PPC (Pretérito Perfeito Composto) a aprendizes brasileiros de língua espanhola. Embora nossa pesquisa foque em uma análise linguística, por tratar de tempos verbais, acreditamos que a compreensão dos usos do pretérito perfeito simples e do composto, de forma contextualizada e contrastiva, contribuirá positivamente no processo comunicativo dos aprendizes, já que eles estarão aprimorando os seus conhecimentos tanto na LE quanto na LM.”

good professional performance (Vasconcellos; Portilho, 2021, p. 3, own translation⁴)

This data shows that, on the one hand, translation training is centered on language teaching, aimed at training undergraduates in Letras with knowledge about translation mainly through contrastive analyses between languages, and, on the other hand, on a competence-based approach aimed at training translators, relying on the demands of language service providers, commonly known as translation agencies.

With regard to the Brazilian institutions to which the authors were affiliated with, at least in the *corpus* herein analyzed, out of the 12 institutions listed in Table 3, three of them, the Federal University of Santa Catarina, the Federal University of Paraíba, and the University of Brasília seem to be important centers of research on translation training.

With regard to the years with the highest concentration of studies published on translation training, 2006 and 2011 emerge as the most productive years, with 16 and 17 publications, respectively. Given these results, we can attest to the importance of special issues published by scientific journals, whether they are exclusively dedicated to Translation Studies or to the field of Letters and Linguistics [Letras e Linguística]. In 2006, a special issue on translation training was published by the journal *Cadernos de Tradução*, from the Federal University of Santa Catarina. In 2011, the journal *Cultura e Tradução*, from the Federal University of Paraíba, also published a special issue on translation training, which may explain the highest number of publications on the topic in these years, especially as they are initiatives that encourage researchers, with an interest in this matter, to write and report on their classroom experiences. The year 2021 also had a high number of publications, 12 in total, i.e. the third year with the highest concentration of articles, which suggests that Covid-19 pandemic scenario, and the social isolation it caused, did not slow down researchers' scientific production.

The thematic concentration related to language teaching, on the one hand, and the competence-based approach, on the other, seems to be corroborated by an analysis of the keywords that co-occur with the central keywords “*tradução*” (translation) and “*formação de tradutores*” (translator training):

– the most frequently occurring keyword in the *corpus*, “*tradução*” (translation), has co-occurrences that are more related to language teaching: “*língua estrangeira*” (foreign language), “*variação linguística*”

⁴ No original: “A partir da proposta de didática de tradução do Grupo Procés d'Adquisició de la Competència Traductora i Avaluació (PACTE), sobretudo no que tange à questão da avaliação, o quadro teórico trará também as bases conceituais referentes à formação de tradutores e tradutoras por competências, avaliação no ensino de tradução e integração da avaliação profissional e pedagógica. A Unidade Didática (UD) proposta neste trabalho utiliza os métodos e critérios de avaliação adotados em agências de tradução como base para tarefas de aprendizagem, com objetivo de expor as/os estudantes a uma situação semelhante à de avaliação profissional, em condições que permitam a reflexão sobre os métodos e os critérios aplicados no ambiente profissional e o desenvolvimento de estratégias para adquirir, e posteriormente atualizar, as competências necessárias para um bom desempenho profissional.”

(linguistic variation), “*ensino de línguas*” (language teaching), and “*línguas estrangeiras*” (foreign languages);

– the second most frequent keyword in the *corpus*, “*formação de tradutores*” (translator training), has co-occurrences that are most related to “*ensino de tradução*” (translation teaching), “*linguística de corpus*” (corpus linguistics), “*língua inglesa*” (English language), “*processo tradutório*” (translation process), “*estudos da tradução*” (translation studies), “*competência tradutória*” (translation competence), “*ensino e aprendizagem de tradução*” (translation teaching and learning), “*sistemas de memória de tradução*” (translation memory systems), “*tecnologia*” (technology), and “*teorias de tradução*” (translation theories).

In this sense, the keyword “*ensino de tradução*” (translation teaching), which appears in both maps (Figures 8 and 9), tends to be comprehensive and it also encompasses both the teaching and learning of translation and languages.

The data related to the keyword “*formação de tradutores*” (translator training) may reveal its strength as an important keyword or descriptor that objectively identifies a set of elements that are specifically related to the training of these professionals at academic level, i.e. in terms of theoretical training (translation theories), technological training (translation memory systems; technology), and procedural training (translation process), as well as being itself specifically linked to the keyword or descriptor that defines the disciplinary field: Translation Studies.

For these reasons, preference was given to use “translation training” (instead of translator training or education) in the title of this article, in order to put in evidence the two research trends on the topic revealed by the *corpus* under scrutiny, i.e. one trend aimed at teaching translation to undergraduate students of Letras, and the other at training future professionals within the field of Translation Studies.

Final remarks

It is not an exaggeration to conclude that, with a total of 154 studies carried out over a period of 41 years (2.5 studies per year), the topic of translation training has been relatively unexplored in Brazil, even though it is a country that has more than 30 institutions that train translators (Costa, 2020), not to mention the numerous undergraduate programs in Letras.

Even if we consider that between the 1980s and 1990s there were few undergraduate programs in translation, the fact is that, as early as 1981, in the first text found in the *corpus*, Rafael Eugenio Hoyos-Andrade, Professor at the time at the São Paulo State University - Assis Campus, expressed his concern above all with the training of professional translators. In his text entitled “Debate: Cursos Universitários para Tradutores” (Debate: Undergraduate Programs for Translators), published in the

journal *Tradução & Comunicação*, the author explains the complexities regarding the program curriculum, class hours allocated to linguistic studies, literary studies and the configuration of practical courses, amongst others, and states:

The complexity of the problems mentioned allows us to conclude that a School of Translators can never be improvised. I now leave it to my colleagues to discuss the principles and modes that could characterize our hypothetical future translation programs, so that they are truly Schools of Translators and not simply programs of Letras deceptively renamed... (Hoyos-Andrade, 1981, p. 94, author's ellipsis points, own translation⁵)

This does not mean that translation training cannot benefit language teaching and learning in Letras programs. However, only time⁶ will tell whether the keyword “*formação de tradutores*” (translator training), with its set of elements that specifically concern the training of these professionals, will surpass, in terms of occurrences, its more comprehensive, and somewhat dispersed, rival “*tradução*” (translation).

Also, only time will tell whether translator training will surpass the idea of competence-based training. In the words of Aguilar and Dizdar (2021, p. 361):

Within higher education, the concept of competence makes it possible to assess and standardize student performances and attitudes. It focuses on the results rather than on the educational process and continues a trend in line with an increasingly evidence-based education linked to standardized accountability and assessments. The predominance of this kind of terminology reflects a cultural change in higher education that is connected to an increasing market orientation, economic competitiveness and effectiveness, growing bureaucracy and lessening democracy within the faculties (Aguilar; Dizdar, 2021, p. 361).

This does not mean either that universities should not train competent professionals to responsibly and respectfully act in our society. However, due to its standardized nature, oriented towards the job market, economic competitiveness and efficiency, competence-based training leaves little room for the education of creative and independent individuals, as Saviani (1997) warned us in Brazil years ago.

⁵ No original: “*A complexidade dos problemas mencionados nos permite concluir que uma Escola de Tradutores não pode ser nunca improvisada. Deixo agora aos caros colegas o trabalho de discutir os princípios e modalidade que poderiam caracterizar os nossos hipotéticos futuros cursos de tradutores, para que sejam realmente Escolas de Tradutores e não simples cursos de Letras ilusoriamente rebatizados...*”

⁶ According to Gouveia (2013), bibliometric indicators evolve slowly, which means that emerging fields have less chance of consolidation and visibility.

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ESQUEDA, Marileide Dias. Artigos científicos sobre formação em tradução publicados no Brasil: um estudo bibliométrico dos últimos 41 anos (1981-2022). *Alfa*, São Paulo, v. 68, 2024.

- *RESUMO: Este artigo tem como objetivo apresentar os resultados de um estudo bibliométrico que examina, quantitativa e qualitativamente (Vanti, 2002; Araújo; Alvarenga, 2011; Ren; Huang, 2021), os artigos científicos que tenham como tema a formação em tradução publicados em periódicos científicos brasileiros especializados em Estudos da Tradução, bem como naqueles vinculados aos campos de Letras e Linguística, em seus números temáticos sobre tradução. Além de aferir dados numéricos quanto ao volume de artigos publicados ao longo dos últimos 41 anos, a seus autores e suas relações de coautoria e às instituições às quais se filiam, este artigo também examina as palavras-chave por eles adotadas, buscando relacioná-las a possíveis tendências de pesquisa no subcampo da formação em tradução.*
- *PALAVRAS-CHAVE: Formação em Tradução; Ensino de Tradução; Formação de Tradutores; Bibliometria; Periódicos Científicos; Artigos científicos.*

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