

Integrating translation theory with task-based activities

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Abstract: From the perspective of translation competence (Pym, 2003; Schäffner, 2000; Alves, Magalhães & Pagano, 2002; Hurtado Albir & Alves, 2009), we aim to explore the importance of translation theory in translators' education. Although translators may be unconsciously theorizing whilst at work (Pym, 2011), awareness of different theories might bring practical benefit to deal with translation challenges. We additionally propose a translation task-based activity that combines students' knowledge of theory with the development of a particular translation competence, namely textual competence (Schäffner, 2000). The proposed activity focuses on culture-specific items, widely investigated elements in Translation Studies (Aixelá, 1996; Chesterman, 2000; Nord, 2001). The activity also promotes interaction between students, who are expected to work in pairs or small groups. To our experience, participatory translation activities successfully develop critical thinking, and help students to produce better-elaborated target texts, abilities that we believe to play a significant role in translators' education.

Keywords: Translators' education; Translation theory; Translation competence; Cultural markers.

Título: Uma proposta de integração entre teoria da tradução e atividades baseadas em tarefas

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Resumo: O presente artigo explora a importância da teoria da tradução na formação de tradutores partindo do conceito de competência tradutória (Pym, 2003; Schäffner, 2000; Alves, Magalhães & Pagano, 2002; Hurtado Albir & Alves, 2009). Embora inconscientemente tradutores teorizem enquanto traduzem (Pym, 2011), a conscientização de diferentes teorias pode trazer benefícios práticos na resolução de desafios de tradução. Ademais, propõe-se uma atividade de tradução baseada em tarefas com foco em termos culturalmente marcados (Aixelá, 1996; Chesterman, 2000; Nord, 2001). A atividade combina o conhecimento teórico dos alunos com o desenvolvimento de uma competência em particular, competência textual (Schäffner, 2000), e também promove interação entre alunos, que devem trabalhar em pares ou pequenos grupos. Conforme se observou em sala de aula, atividades de tradução participativas desenvolvem o senso crítico dos alunos e os ajudam a produzir textos de chegada mais bem elaborados, habilidades que acreditamos ter um papel significativo na formação de tradutores.

Palavras-chave: Formação de tradutores; Teoria da tradução; Competência tradutória; Termos culturalmente marcados.

Introduction

Translation Studies (TS) have unquestionably expanded over the past years, although the applied arm of the discipline as proposed by Holmes in his now classic Map¹ has not received the same academic attention granted to its pure counterpart. Although it makes sense to think that one complements the other, the relation between theory and practice is still far from harmonious. After all, what is a translation theory? To what

¹ James Holmes's 1972 seminal paper, *The name and nature of translation studies*, is considered to be the 'founding statement' of a new discipline (Translation Studies). In it, he proposes a map in which the pure arm is divided into *theoretical* and *descriptive*, and the applied arm into *translator training*, *translation aids*, and *translation criticism* (in MUNDAY, 2008).

extent is it necessary in the education of translators? If at all necessary, what do students need to know in order to become good translators?

To answer these questions, we refer to research carried out by translation theorists (Pym, 2003 and 2011, Schäffner, 2000, Alves; Magalhães & Pagano, 2002; Hurtado Albir & Alves, 2009) who are particularly concerned with translators' education. We shall start by briefly discussing the concept of theory in TS and its importance in the education of translators, followed by a review of the concept of translation competence (TC), with emphasis on Schäffner (2000), as the author proposes an undergraduate translation course built around this concept.

As educators, we are well-aware that undergraduate students are avid for translation practice. According to Claramonte (1994), "students express frustration at being burdened with theoretical considerations (both translation theory and general linguistics) which they feel have nothing to do with the activity of translating" (p. 185). Nevertheless, we believe that once students are made aware of the role that theory can play in their translation practice, they may overcome this frustration. Thus, we shall conclude this paper by proposing a translation task that will offer students the opportunity to combine theory and practice while they exercise the competence required in the translation process, especially *textual competence*, which will be duly discussed further below. We have chosen texts with *culture-specific items* (CSI) for the task because the challenge they present to translators attracts considerable theoretical interest in TS, which can be helpful to students when reflecting on their choices.

Translation Theory

According to Pym (2011), translators use theory once they encounter a translation problem. For the author, translating involves a complex operation of first generating possible translations and then

selecting a definite one². In order to choose one translation over another, translators need to reflect on what translation is and how it should be carried out. Thus, theorizing is part of translators regular practice of translating. However, the author warns that this initially private exercise only becomes public once translators discuss what they do – be it with colleagues, with other students, with teachers or clients, although public discussions tend to happen only when there is disagreement over different ways of translating. The disagreements are in fact an indication that:

Practical theorizing is turning into explicit theories. The arguments turn out to be between different theoretical positions. Sometimes the exchanges turn one way rather than the other, and two initially opposed positions will find they are compatible within a larger theory. Often, though, people remain with their fixed positions; they keep arguing (Pym, 2011, p. 8).

The author's assertion can be ratified with a number of examples from the internet. With the advance in technology, there has been an increase in the number of blogs on this media initiated by translators and translation educators, as well as sites where translators can seek help from their peers often leading to enriching exchanges of ideas on translation. Amidst such exchanges it is not uncommon to see the use of technical terms, for instance. As Pym reminds us, however, the use of such terms per se is not explicit use of theory but it does contribute to the formation of models of translation, which "become theories, scenes set by ideas about what could or should be in a translation" (ibid).

By looking at the history of translation theory one will see its evolution across time – from discussions on early translations of the bible to the latest video games localizations. The Russian-American linguist Roman Jakobson, as Bassnett (2002) reminds us, who greatly innovated the field when he presented in 1959 his three types of translation bringing the discussion to another level when stating that there was no full

² We shall return to the concepts of *generating* and *selecting* when discussing TC, as these are the two stages proposed by Pym (2003) in his minimalistic approach to TC.

equivalence through translation³. Hence, discussions on concepts such as *literal vs. free* and *equivalence* gained force in the 50's and 60's of the twentieth century, however, that, and a number of analyses emerged, and translation students today have the privilege to have an array of approaches to which they may subscribe.

Smitten by new approaches that often draw on the practice of translation itself, we have been witnessing growing students' interest in hearing from theorists who emphasize translators' empowerment⁴, as they come to realise that translators are no longer servants of the source text (ST). However, they also need to understand that with this new freedom comes more responsibility. Not only do translators need to be responsible for the texts they produce but also for their role in the translation process. These are aspects that are being discussed within the field of TS right now, and in order to better explore them translation students may need guidance from educators.

Although Pym (2011) acknowledges that there is no empirical evidence showing that knowledge of different theories will make a translator a better professional, the author asserts that awareness of them may bring practical benefits "when confronting problems for which there are no established solutions, where significant creativity is required. The theories can pose productive questions, and sometimes suggest successful answers." (p. 10). Additionally, continues the author, translators can make use of theories to defend their positions and also to find out about other positions. By knowing different theories translators may be better prepared to decide what text to select out of a number of possible translations.

³ The three types of translation presented by Jakobson (1959) are: i) intralingual - transposition from one poetic shape into another involving the same language; ii) interlingual - transposition from one language into another, and iii) intersemiotic - transposition from one system of signs into another, e.g. from verbal art into music, dance, cinema or painting (BASSNETT, 2002, p. 24).

⁴ On mentioning translator's empowerment, the names of theorists such as Mona Baker, Maria Tymoczko, and Christiane Nord spring to mind. *Translation and conflict: a narrative account* (2006), *Enlarging translation, empowering translators* (2010), and *Translating as a purposeful activity* (2001), respectively, are works that deal with translators' responsibility in a fast-changing world, where translators must take decisions in a more active manner.

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For Schäffner (2000), who has introduced an undergraduate programme in Modern Languages with Translation Studies in Aston University in Birmingham, UK, translation students need to have knowledge of basic concept and approaches to translation. The author points out that “if they can learn very explicitly, from the very beginning of their studies, what translation is and what translation competence includes, this knowledge will help them to make informed decisions in producing target texts” (SCHÄFFNER, 2000, p. 155). Based on the results of a case study where participants were asked to translate a source text in English into Portuguese, Alves, Magalhães & Pagano (2002), also stress the role of theory in translators’ education:

These novice translators could profit from orientations which seek to lead translation students to incorporate theoretical concepts relevant to their learning processes, to deal with texts from a discourse-oriented perspective and to become aware of the decision making processes they follow while carrying out translation tasks (p. 184).

In this regard, the authors produced a book in 2000, *Traduzir com autonomia: estratégias para o tradutor em formação*, that is a good example of theory and practice working together. Although practice is the main focus of the book aimed at the initial stages of translators’ training, each of the seven chapters starts with theoretical considerations. To our experience, students may struggle at first to fully understand some of the theoretical concepts and definitions presented by the authors, however, the proposed translation activities that follow work as a mechanism of consolidation.

Returning to the questions raised in the introduction, translation theory is not a set of ideas born exclusively of scholars’ minds but also of the questions translators ask themselves whilst at work, which are eventually shared with the translators’ community. It is mostly relevant to translators’ education because it brings awareness of the translation process, helping translators to be more reflective about their work, and enabling them to produce more adequate translations. To answer our third question about what exactly is necessary for translation students to

become good translators, we shall bring the concept of TC, which seems to be an element considered by many translation scholars as the most important skill translators need in order to produce adequate translations. However, instead of a single skill, TC is the combination of a number of “sub-competences”, as demonstrated below.

Translation Competence

It is widely discussed in TS that translators need a series of skills in order to produce a good translation. In TS such skills are called *translation competence*, a concept that became particularly prominent in TS literature during the 1990s. It is also known as *translation ability*, *translation skills*, *translational competence*, *translator’s competence* and *translation expertise* (Hurtado Albir & Alves, 2009, p. 63). Whereas Alves, Magalhães & Pagano (2002) describe TC as “the product of a complex cognitive network of knowledge, abilities and strategies, which are all integral parts of an ever-changing biological organism (individual) structurally coupled with a social/cultural environment.” (p. 189), Schäffner (2000) describes it as:

A complex notion which involves an awareness of and conscious reflection on all the relevant factors for the production of a target text (TT) that appropriately fulfils its specified function for its target addressees. Such a competence requires more than a sound knowledge of the linguistic system of L1 and L2 (p. 146).

When presenting his minimalist approach to TC, Pym (2003) criticizes the focus given by some theorists (WILLS, HATIM & MASON, HURTADO ALBIR, NORD, SCHÄFFNER, among others) to multiple competences. To confront such a multiplicity, the author defends a two-fold functional competence built around a) “the ability to generate a series of more than one viable target text (TT¹, TT²...TTⁿ) for a pertinent source text”, and b) “the ability to select only one viable TT from this series quickly and with justified confidence” (PYM, 2003, p. 489). The proposed abilities, says the author, “form a specifically translational competence; their union concerns translation and nothing but translation” (ibid).

While we welcome the focus given on translation in this particular approach, translators still need certain skills to achieve the generative and selective stages proposed by Pym. Therefore, translators need to be aware of the competences required to get to this “viable TT”, as defined by the author. In this regard, we find that translation students, especially novices, can greatly benefit from a clear-cut, comprehensive list of competences they can follow during the learning process.

The extensive list of translation competences theorists suggest translators should possess ranges from linguistic skills to sociocultural knowledge with a myriad of other skills in between. We are particularly drawn to Schäffner’s model, summarized in chart 1, as it contemplates a set of sub-competences that we believe to be comprehensive enough and relevant to translators’ education. We have particular interest in the *textual competence* because awareness of the communicative function played by different text types can help students choose the most appropriate *translation strategies*⁵ in order to keep this function in the ST. In addition to the more specific competences shown below, the undergraduate programme developed by Schäffner starts with a module that introduces students to basic concepts of TS and approaches to translation “in order to develop an understanding of theoretical concepts which underpin systematic analysis and decision-making in the translation process.”(SCHÄFFNER, 2000, p. 148).

⁵*Translation strategy* is a concept that attracts great interest in TS, and its classification is subject to some variation. Chesterman (2000), for example, who presents a comprehensive list of translation strategies, divides them into two main groups, namely *global strategies* and *local strategies*. Whereas the former refers to the translator’s initial decision regarding the most appropriate manner to deal with the ST/TT relation the latter refers to choices for more specific translation challenges. This group is further divided into *syntactic*, *semantic*, and *pragmatic strategies*, each with a number of more specific strategies (*explicitation*, *addition*, *omission*, *substitution*, *transposition*, etc.). Translation strategy is a very practical concept to be used in the classroom, and mostly enjoyed by students, as it names what they may be doing already. For the purpose of this paper, however, we will only bring some strategies that Aixelá (1996) suggests be used to translate *CSI*.

Chart 1: Translation Competences
(SCHÄFFNER, 2000, p. 146-147)

Competence	Definition
<i>Linguistic competence</i>	competence of the languages concerned
<i>Cultural competence</i>	general knowledge about historical, political, economic, cultural, etc. aspects in the respective countries
<i>Textual competence</i>	knowledge of regularities and conventions of texts, genres, texts types
<i>Domain/subject specific competence</i>	knowledge of the relevant subject, the area of expertise
<i>(Re) search competence</i>	general strategy competence whose aim is the ability to resolve problems specific to the cross-cultural transfer of texts
<i>Transfer competence</i>	ability to produce target texts that satisfy the demands of the translation task

With regard to textual competence in particular, the author explains that students are introduced to notions of text type and genre. The main aim is to make students aware that texts “fulfill specific functions in communicative situations and that their communicative success depends on the appropriateness of their textual make-up”(SCHÄFFNER, 2000, p. 147). In this regard, translation undergraduate students are introduced to “notion of genre as conventional and linguistically standardized textual patterns” (ibid) when presented with a variety of genres, in which these patterns can be observed and the consequences for translation discussed.

Schäffner draws the notion of text type on Katharina Reiss’s (1971) translation-oriented text typology (i.e. informative, expressive, and operative text types).⁶ The author underlines the importance of giving students concrete texts not only to identify text function but also as means to make students think whether texts are restricted to only one of these types. As an example, Schäffner shows that a text which accompanies a cosmetic product can present all three types, making it difficult to classify it strictly under one type alone. This is the type of argument we believe to

⁶ Simply put, based on text functions, informative text types have informative function and represent objects and facts; expressive types have expressive function and express sender’s attitude; and operative types have appellative function and make an appeal to text receiver.

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be useful to students as it can better demonstrate that, although one function may be prevalent, a text is not restricted to one function only. Thus, although the understanding that a text belongs to a given text type and genre makes it easier for students to identify patterns that are common to these texts, awareness that more than one function is at play will help them to approach a given text more cautiously, avoiding precipitous translation choices.

Schäffner (2000) also suggests that before asking students to do their own translations, they should work with existing translations of different types of texts in order to compare TT to ST and reflect on them. By encouraging discussion, the author aims to “develop the students’ critical ability to reflect on what they are doing when they translate a text and provide them with the arguments and concepts to verbalise the process involved” (SCHÄFFNER, 2000, p. 151).

Before proposing a translation activity in which students can exercise TC, we give some thought to task-based translation activities and CSI. The combination of these elements is of particular benefit to translation students because a great number of texts are embedded with CSI, therefore, once provided with activities that facilitate the identification and choice of translation strategies for such items, students will be better prepared to handle future translations in real world situations.

Task-based Translation Activities

With its origin in language teaching, task-based activities have also been used in some approaches to translators’ education. The reason for this readily acceptance of task-based tools for teaching/learning can be explained from a language teaching perspective by the fact that this approach, according to Nunan (2004), has strengthened a set of principles and practices, which can also be applied to translation. These principles and practices are listed as follows.

- A needs-based approach to content selection.
- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus not only on language but also on the learning process itself.
- An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.
- The linking of classroom language learning with language use outside the classroom” (p. 1).

Nunan (2004) divides tasks into two types: *real-world task* and *pedagogical task*. Whereas the former resembles a task in the real world and is directed at helping learners to acquire skills so that it can function in the real world, the latter is intended to function as a bridge between the classroom and the real world, preparing students for the real world. A *real-world task* may not involve language use at all, and an individual task, for example, may be part of a larger sequence of tasks. As for *pedagogical task*, the author defines it as

a piece of classroom work that involves learners comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate the form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end (NUNAN, 2004, p. 4).

The author further states that grammatical knowledge here is deployed to express meaning, taking into account that meaning and form are interrelated. It is important to observe that as regards interaction, as translation often involves more than one language, it does not have to be necessarily in the target language or in one language only. Interaction in L1

is very productive during a translation task because students feel more confident to discuss strategies to tackle the ST, however, some students may choose to interact in L2 for extra practice, or it can be the case that class is taught in L2, and therefore students may not have the choice to interact in L1 if this interaction happens during the class. From a translation perspective, pedagogical tasks are viewed here as a tool for the development of TC.

For Nunan (1993), depending on the course objective and students' translation skills, both *real-world task* and *pedagogical task* can be used. Texts can be used to raise linguistics, encyclopedic, and transfer skills, for example, and a glossary of terms used in the classroom could be built as a *real-world task*. According to the author, *real-world tasks* will prepare students to their future professional life.

A theorist who writes on task-based learning applied to translation, Hurtado Albir⁷ initiated her project *Aprender a Traducir* (Learning to Translate) at the Spanish *Universitat Jaume I*. Aimed at undergraduate translation students, the project proposes didactic manuals, focusing on the language learning process and translators' education in both mother and foreign languages (Catalan, English, French, German, Spanish). Hurtado Albir (2012, p. 58) points out that the pedagogical focus of this project is on translation practice and students' guidance to enable them to construe their own knowledge and skills. Concerning methodology, the focus is on tasks and projects based on the formation of competences, problem-based learning, case studies, cooperative learning, etc. Such an objective concurs with González Davies' (2005) view that, although there is no single and final methodology to teach translation, teaching can be made to actively engage students.

We believe that asking students to work on different genres and text types that include *CSI* will duly promote this scenario of students' active engagement, not only regarding their choices of strategies but also

⁷ Currently, Hurtado Albir directs the PACTE project at the Universitat Autònoma de Barcelona, whose focus is on the process of translation competence acquisition and evaluation.

regarding cultural aspects of both source and target cultures. Due to space constraints, in the next section we draw on a couple of definitions of CSI, but acknowledge that like many other concepts debated in TS, there are many different views on what they are and how to translate them.

Culture-specific Items in Translation

According to Aixelá (1996), CSI are:

Those textually actualized items whose function and connotations in a source text involve a translation problem in their transference to a target text, whenever this problem is a product of the nonexistence of the referred item or of its different intertextual status in the cultural system of the readers of the target text (p. 58).

The author reminds us that this definition is quite broad, and it leaves the door open to a number of possibilities to classify a term as been a CSI, especially because its classification also depends on how it is seen by the target culture. A term can after all be a CSI in one culture but not in the other. The author brings Eugene Nida's classic example of "lamb of God" from the Bible to support his assertions. For the culture where this animal does not exist or does not have the same connotation of innocence and vulnerability, as it is the case of the Inuit culture⁸, the term will probably be seen as a CSI and the translation will be quite challenging. However, this would not be the case in those culture where the term does exist or have the same connotation.

Nord (2001, p. 34) points out that "a culture-specific phenomenon is [...] one that is found to exist in a particular form or function in only one of the two cultures being compared". However, the author draws attention to the fact that it does not mean that the term is exclusive to one single culture, as it may be observable in other cultures too.

With regard to the translation of CSI, Aixelá (2005) explains that:

⁸ Nida proposes "seal of God" as a translation into Inuit language.

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Each linguistic or national-linguistic community has at its disposal a series of habits, value judgments, classification systems, etc. which sometimes are clearly different and sometimes overlap. This way, cultures create a variability factor the translator will have to take into account (p. 53).

For the author, translation offers a number of strategies for the CSI that range from conservation to substitution of the CSI in the TT. Chart 2 shows some of the strategies within this range:

Chart 2: Aixelá's CSI translation strategies.

Conservation	Substitution
1. <i>Repetition</i> : keeping CSI as close as possible to the original.	<i>Synonymy</i> : use of synonym to avoid repetition (e.g. <i>Bacardi/ rum</i>).
2. <i>Linguistic translation</i> : using a term that, although close to the source language, is easily understood in the target language due to an existing version in this language (e.g. units of measurement and currencies).	<i>Naturalisation</i> : replacement of CSI by a cultural equivalent (e.g. <i>Lamb of God/Seal of God</i>)
3. <i>Extratextual gloss</i> : use of extratextual notes (e.g. footnotes, glossaries).	<i>Autonomous creation</i> – creating a new word in the target language.
4. <i>Intratextual gloss</i> : use of notes/words as means to make a term more explicit (e.g. <i>Rio Avon</i> in a Portuguese translation of <i>Avon</i> in English).	<i>Attenuation</i> : on ideological grounds, the replacement of strong words by softer ones.
	<i>Deletion</i> : omission of CSI in the TT

By making translation students are aware of basic theoretical concepts such as the ones presented above, we believe they will be better prepared to make informed decisions when choosing a strategy over others available to them. In the next section we propose a task-based activity in which students can exercise such awareness.

Proposed Activity⁹

Although the activity herein proposed can be done either individually or in groups, the latter is preferable, as group discussions have the potential to raise a barrage of useful questions. This is an invaluable opportunity in which students can share their knowledge of theory because, as reminded by Schäffner (2000), discussion enables them to reflect upon and verbalise the translation process. Additionally, in group they can also share world and prior knowledge, important aspects both in the students'edification and in the production of an adequate TT. However, should students work alone they can still benefit from class discussions.

We have selected three texts each including food items, which are normally considered to be CSI given their close connection to one's culture. By choosing these texts we believe students will be able to realise that, although the CSI are similar in nature, the text types will need different considerations and consequently they will require different translation choices.

Text 1

Lemon sole is, I think, an underrated fish, much closer in quality to its more highly regarded Dover cousin than received wisdom ordinarily permits – though this example of the species had had its unimpeachable freshness compromised by degree of inaccuracy in the grilling. The sole was accompanied by some excellent *frites*; an acceptable green salad was served afterwards. Clouds, which had been moving briskly across the sky all morning, were now beginning to coagulate and cast a cooling shade for fives and tens of minutes at a time. Pointing out cloud shapes used to be a favourite activity of my mother's when she was having one of her attacks of being The Best Mother in The World. Look, a horse. Look, an antelope. A cantaloupe. A *loup garou*. A *loup de mer*. A *sale voyeur*. A *hypocrite lecteur*.

I followed the sole with a *crème brûlée*. This, in the form of a dish called burnt cream, was originally an English pudding, though, of course, the custard is a

⁹ The activity is based on the English-Brazilian Portuguese pair.

Europe-wide phenomenon – the quiche, for instance, being a savoury custard, and a recipe for ‘pan cheese’ being available from the first-century AD writer Apicius.

Chart 3: Excerpt from *The Debt to Pleasure* (Lanchester, 1997)

The first text, an excerpt from contemporary British writer John Lanchester’s *The Debt to Pleasure* (1996), is a literary text that brings a discussion on food items intertwined with the protagonist’s, Tarquin Winot, reflections on his relationship with his mother. Interestingly, some of these food items are in French, as Winot is a snobbish haute cuisine connoisseur. This interposition of a second language in the ST is something students will need to address – will they translate these French words to the target language or will they keep them as they appear in the ST? Which translation strategies can be used to effectuate their choices? Furthermore, by analysing some of the author’s choices of food items, will students realise the implicit comparison between French and British culture? Are they aware that while the French are famous for their culinary skills the British are seen as inept cooks? If so, will they ask themselves if this is a general perception or if it is only the French who think that?

Text 2

Quiche Lorraine

Ingredients

For the pastry

6oz plain flour, plus extra for dusting
salt

2¼oz butter, plus extra for greasing
(alternatively use ready made pastry)

For the filling

9oz English cheddar, grated
4 tomatoes, sliced (optional)
7oz bacon, chopped

5 eggs, beaten
3½fl oz milk
7fl oz double cream
salt
freshly ground black pepper
2 sprigs of fresh thyme

Preparation method

1. To make the pastry, sift the flour together with a pinch of salt in a large bowl. Rub in the butter until you have a soft breadcrumb texture. Add enough cold water to make the crumb mixture come together to form a firm dough, and then rest it in the fridge for 30 minutes.
2. Roll out the pastry on a light floured surface and line an 8½inch well-buttered flan dish. Don't cut off the edges of the pastry yet. Chill again.
3. Preheat the oven to 375F/Gas 5.
4. Remove the pastry case from the fridge and line the base of the pastry with baking parchment and then fill it with baking beans. Place on a baking tray and bake blind for 20 minutes. Remove the beans and parchment and return to the oven for another five minutes to cook the base
5. Reduce the temperature of the oven to 325F/Gas 3.
6. Sprinkle the cheese into the pastry base and add the sliced tomatoes if you are using them. Fry the bacon pieces until crisp and sprinkle over them over the top.
7. Combine the eggs with the milk and cream in a bowl and season well. Pour over the bacon and cheese. Sprinkle the thyme over the top and trim the edges of the pastry.
8. Bake for 30-40 minutes or until set. Remove from the oven and allow to cool and set further.
9. Trim the pastry edges to get a perfect edge and then serve in wedges.

Chart 4: Quiche Lorraine recipe

(Source: http://www.bbc.co.uk/food/recipes/quichelorraine_71987)

The second text is a quiche recipe, a dish originated in medieval Germany (from the German “kuchen”), later renamed “lorraine” by the French¹⁰. The dish is known in English cuisine for many centuries, and it is now popular in many countries, including Brazil. The main points about which students will need to deliberate regarding this recipe are a) conversion from British imperial measurement¹¹ to the metric system; b) although the translation of the ingredients seems trouble-free, items such as *butter*, *bacon*, *double cream*, for example, have local equivalents and,

¹⁰Source: <http://www.foodreference.com/html/artquiche.html>

¹¹For the purpose of this activity, we have removed the metric measurements, which customarily appear alongside the British system.

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therefore, it needs some thinking beyond the obvious; and c) the recipe describes a method, baking blind, that is little known in daily Brazilian cookery, which will require some further deliberating, as students have a few options to deal with it (translate it, translate it and add some sort of explanation, omit it).

Text 3

The Crocodile

No animal is half as vile
As Crocky-Wock, the crocodile.
On Saturdays he likes to crunch
Six juicy children for his lunch
And he especially enjoys
Just three of each, three girls, three boys.
He smears the boys (to make them hot)
With mustard from the mustard pot.
But mustard doesn't go with girls,
It tastes all wrong with plaits and curls.
With them, what goes extremely well
Is butterscotch and caramel.
It's such a super marvelous treat
When boys are hot and girls are sweet.
At least that's Crocky's point of view
He ought to know. He's had a few.
That's all for now. It's time for bed.
Lie down and rest your sleepy head.
Ssh. Listen. What is that I hear,
Galumphing softly up the stair?

Go lock the door and fetch my gun!
Go on child, hurry! Quickly run!
No stop! Stand back! He's coming in!
Oh, look, that greasy greenish skin!
The shining teeth, the greedy smile!

Chart 5: Excerpt from *Dirty Beasts* (Dahl, 1983)

Finally, the third text that involves food items is a poem, *The Crocodile*, written by one of the best loved British children's author, Roald Dahl. Similarly to the recipe, the few items that appear in this poem are

not strange to the target culture, namely, *mustard*, *butterscotch*, and *caramel*, however, as a text addressed to children, students will need to consider the use of terms that will evoke similar associations in the target readers. Oittinen (2000), who writes on children's literature, draws on the Finnish scholar Kaj von Fieandt to reflect on the role of food items in texts. The author recognizes that food items are part of a child's world experience, of his/her emotional life, and therefore, they take one back to past experience during childhood in some special occasion. Although the word *mustard* that appears in Dahl's poem, for example, has a literal translation into Portuguese, *mostarda*, students will need to consider the fact that it is not part of our daily eating habit as it may be in Britain, and that Brazilian mustard is not as pungent as the British version, needing, therefore, to think of another food item that may bring similar associations; something that may convey this taste that opposes the sweetness of *butterscotch* and *caramel*, terms which also need some thought, as Brazilian children have tons of sweets more culturally entrenched. In addition to such considerations, students obviously need to take the poem's rhythm and rhyme into account.

We suggest that the teacher hand out the texts in separate occasions so that students can reflect on aspects of each text individually. Concepts such as *translation strategies*, *CSI*, *translation competence*, and *genre* and *text type* should have been previously presented to students, who should have also worked with a few texts and their existing translations. Therefore, at this stage they should be confident to produce adequate translations. Chart 5 shows a form that can be given to students to fill in during the activity in order to help them initiate their discussion.

To our experience, once students are engaged in discussion about a given text, and aware of translation concepts and of their role and responsibility as translators, they tend to deliberate on aspects that go beyond a fixed set of concepts, which we believe to be the door to critical thinking. In fact, by so doing they may even realise that translation concepts are more flexible than their first sight may suggest.

Chart 5: Translation Activity Form

Questions	Students' answers
Text title	
Genre	
What elements indicate this genre? (e.g. text structure)	
Text Type (informative/expressive/ operative)	
What elements indicate this (these) types (e.g. lexical and grammatical elements)	
Culture-specific items (CSI)	
What aspects of your background knowledge were used in your reading of the ST?	
What elements, if any, do you believe to be the most challenging to translate? Why?	
Discuss with group members the best way to approach the text (global strategy). Write down your ideas	
Local strategies - write down your choice of strategies for the CSIs, explaining the reason for choosing them	
Based on Schäffner's translation competence classification, list those you believe were used in the production of your translation	
Other comments	

After the conclusion of each text, the translations can be presented to the class, with group members commenting on some of their choices. Space should also be given to peer feedback. This stage normally raises lively discussion and it is very helpful to students, as they can feed on their peers' impressions, and also see that there is more than one possible adequate translation for the same ST. The questions we raised for each text are only some of the possibilities that students can ask themselves, and the teacher should only intervene to complement some of the points raised by students. In order to stress the role of text type in translators' choices, for example, if not mentioned spontaneously by the students during the discussion, they could be asked whether each type of text made them deal with CSI differently, and if so, how?

Once the task has been completed, students will have practised some essential skills, such as a) attentive reading of ST; b) identification of

genre and text type; c) conscious choice of translation strategies; d) awareness of cultural aspects embedded in texts; and e) development of critical thinking. Not only will students develop skills that are part of TC, but they will also take a very active role in the production of their own texts.

Conclusion

With this paper we sought to touch upon the theory/practice dichotomy, which is questioned in TS as much it is in other disciplines. We believe that in translation education it is paramount that students be presented with concepts from the field so that they can not only make informed decisions when choosing strategies but also think about translation taking into account its larger contexts of production and reception. In order to support our belief in the importance of this association, we suggested a task-based activity using three texts, each including CSI so that students can practise translation while deliberating on concepts such as translation strategies, translation competence, and text types. Furthermore, the use of texts that include food items, but that are nevertheless of different genres, will enable students to see that different questions need to be asked before making their choices. Therefore, an added advantage of the proposed task is to show students that CSI cannot be always translated literally because there are many aspects that need to be also considered. In order to adequately translate the proposed texts, for example, among other points, students need to think about target audiences, cultural references, different systems of weights and measures, the association between food and childhood, historical rivalry between the British and the French, food history, and subtle differences in culinary ingredients.

Although the task can be done individually, we find group work to be advantageous as it has a greater potential to develop students' critical thinking beyond the constraint of theoretical concepts because students can share their experiences and previous knowledge in the production of a plural text, generating further discussion that can eventually contribute to the formation of models of translation, as pointed out by Pym (2011).

Additionally, we believe that once discussions are opened to the class and properly mediated by the educator, a translation task can become a very rewarding experience; one that provides students with a sense of achievement and willingness to take up new challenges. Students may be reluctant at first to share their ideas in group, but they soon realise that there are more advantages than disadvantages in doing so. Peer discussion as part of a translation task is an unique opportunity they have to both ask and answer questions that will positively impact on their work. By comparing their translations with that of their classmates, students become aware that there are many possible translations for a single text, but at the same time they become more critical of the level of adequacy of certain choices. Additionally, this is the path to a more reflective practice when they do need to work alone, either in academic assignments or in the real world, where thoughtful translations are in dire need.

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Artigo recebido em junho
e aprovado em dezembro de 2016.