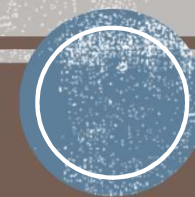




NIGHT-OWLS AND LARKS:

shedding light on
cultural competence
in translator training



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OVERVIEW

- AIMS
- THE CONTEXT: Theory and practice (connection)
- HANDS-ON: Methodology, activities and results
- CONCLUSIONS



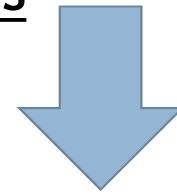
AIMS

- shed light on the acquisition, use and practice of cultural competence
- present some diagnosed and identified problems students felt during hands-on work
- give recommendations on how to overcome this constraint



THE CONTEXT

- Master's degree in Translation: 1st year students
- Subjects



Foreign Language A: English Language;
English Translation practice



THE CONTEXT

- difficulty to separate cultural competences from others (e.g. linguistic)
- some authors claim for the need to introduce cultural competence “explicitly” in the translator training degrees
- in language classes: through task-based activities, since they promote a broader acquisition of different cultural backgrounds and contexts.



HANDS-ON

- task-based learning
methodology
- literary play
- headline play and
intertextual references in
English headlines





Activities



Example 1:



“bug-eaten back-to back of Albion yards”
(*Pies and Prejudice* by Stuart Maconie, adapted)



Example 2:

“Now before readers from Aylesbury and Exeter throw this book in the bin, let me explain. I don’t like thinking this way, like a Pict in an animal skin. I’d rather be cosmopolitan and display easy confidence with pesto, fish knives and the Bakerloo line” (*Key to the Door* by Alan Sillitoe, adapted)



HANDS-ON (*literary play*)





Examples of puns:



PRESIDENT AIMS TO SNUFF OUT TEEN
TOBACCO USE



GORILLA PEN APES JUNGLE'S
CHALLENGE



BRAIN FUNCTION OF NIGHT-OWLS AND
LARKS DIFFER, A STUDY SUGGESTS

HANDS-ON
*(headline
play)*



RESULTS

- Students' realisation of lack of cultural knowledge
- After the teachers' guidance and research work, students are able to get the purpose of the texts.

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graph TD; A(( )) --> B[Group or pair work discussion]; B --> C[Critical thinking]; C --> D[students become aware of the long way they still have to go to overcome this weakness];
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Group or pair work discussion

Critical thinking

students become aware of the long way they still have to go to overcome this weakness

CONCLUSIONS

- collaborative work among the lecturers of both subjects
- paramount importance of enhancing the cultural competence of students
- prepare more informed and better equipped students for their career as future translators





THANK YOU FOR YOUR
ATTENTION!



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