

REFLECTIONS ON THE PROCESS OF CREATING AND EVALUATING AN INTRODUCTORY ONLINE COURSE ON HERMENEUTIC TRANSLATION

REFLEXÕES SOBRE O PROCESSO DE CRIAÇÃO E AVALIAÇÃO DE UM CURSO INTRODUTÓRIO ONLINE DE TRADUÇÃO HERMENÊUTICA



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Abstract: Translation Studies (TS) is a relatively new field which emerged in the 70s. One of the aims of the field is to research about the education of translators. According to Venuti (2018), many translation courses and programs exist, and there are still no courses where translation is seen as an interpretive model. Venuti (2019) argues that such an interpretive model, coined by him as hermeneutic, needs to be developed and applied. Costa (2018) argues that in the Brazilian context, technologies need to be used in the classroom, online teaching must be explored and researched, and social responsibility must be taught. Thus, this paper aims to propose an online course in translation with a hermeneutic model in mind. By using Venuti's (2019) elements of hermeneutic translation, Snell-Hornby's (1995) Integrated Approach and Kelly's (2005) pedagogical theory of translation course creation aided by Instructional Design's ADDIE model (Morrison et al., 2013), the following research question will be addressed: "How an online course with an hermeneutic view of translation is designed?". By the means of a qualitative approach of interpretive nature, a proposal of an online course will be created, being described and related to possible translation competences that can be fostered. Results show that a short course can be designed using the translation theories while providing a model that could possibly be tested and reproduced within a Moodle environment.

Key-words: Translator Education. Hermeneutic Translation. Instructional Design. Integrated Approach. ADDIE.

Resumo: Estudos da Tradução (ET) é um campo relativamente novo que surgiu nos anos 70. Um dos objetivos do campo é a pesquisa sobre a educação dos tradutores. De acordo com Venuti (2018), muitos cursos e programas de tradução existem, e ainda não existem cursos onde a tradução é vista como um modelo interpretativo. Venuti (2019) argumenta que tal modelo interpretativo, cunhado por ele como hermenêutico, precisa ser desenvolvido e aplicado. Costa (2018) argumenta que, no contexto brasileiro, as tecnologias precisam ser usadas na sala de aula, o ensino on-line deve ser explorado e pesquisado, e a responsabilidade social deve ser ensinada. Assim, este artigo pretende propor um curso online com um modelo hermenêutico em tradução. Usando os elementos de Venuti (2019) da tradução hermenêutica, a abordagem integrada de Snell-Hornby (1995) e a teoria pedagógica de Kelly (2005) da criação de cursos de tradução auxiliada pelo modelo ADDIE do Design Instrucional (Morrison et al., 2013), será abordada a seguinte pergunta de pesquisa: "Como é concebido um curso online com uma visão hermenêutica da tradução?". Por meio de uma abordagem qualitativa de natureza interpretativa, será criada uma proposta de curso *online*, sendo descrita e relacionada com possíveis competências de tradução que podem ser promovidas. Os resultados mostram que um curso curto pode ser projetado usando as teorias de Tradução, enquanto fornece um modelo que poderia ser testado e reproduzido dentro de um ambiente de plataforma *Moodle*.



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Translation Studies (TS) emerged officially in 1972 as a field of study with the publication of James S. Holmes, “The Name and Nature of Translation Studies”. As such, with the emergence of the field, researching translations are not the only concern anymore, but investigating the training of translators is another scientific demand. According to Venuti (2018), over 350 programs worldwide offer translation courses, whether they are short courses, undergraduate or graduate degrees. Thus, the interest in training translators has increased accordingly. In Brazil, as reported by Costa (2018), the number of papers, courses, events, books, modules, all related to Translation Teaching (TT) has been on the rise since the 70s. Through an extensive documental analysis, Costa made three suggestions (Costa, 2018, p. 403) of further research in the Brazilian context of TT that were still lacking: i) the use of technologies in the translation classroom; ii) online teaching; iii) the social responsibility in translator training and how to approach it throughout teaching modules¹.

2

Jiménez-Crespo (2015) presented how the Internet and technology has impacted not only the practice, but how translator educators and researchers account to the medium as a means of instruction and its impact on the activity of translation itself. They conclude that technology is paramount to the professional practice of translation, and consequently, to its teaching.

Venuti (2018) argues that in most of these courses, translation is viewed as an instrumental practice, and not as an interpretive and critical act. As a consequence, an interpretive model needs to be developed and applied widely, to envision translation by the means of a hermeneutic approach. Such need is further reinforced in Venuti’s (2019) expanded discussion.

Therefore, considering: i) how Jiménez-Crespo (2015) highlights the importance of the Internet and the use of technology in TT and; ii) as per Costa’s suggestions of further developing online teaching practices and developing social responsibility in the context of Brazilian TT; we aim to describe in this paper the design of an online translation course, by providing the theories supporting it and the model of an online course syllabus, part of a Master’s degree investigation carried out by Camargo (2020).

Firstly, the theoretical foundations subsidizing the proposed syllabus are presented. They allow the critical examination of translation practice, by the means of criteria and

categories that grant decision-making and critical thought when translating texts. It will be supported by documenting the methods and the description of the rationale behind this investigation and the models used to build the syllabus. The findings will be described to establish the course proposed in this paper to foster hermeneutic elements in a translator's practice, considering Venuti's discussions (Venuti, 2018, 2019).

Theoretical Foundation of Translation and Translator Education

As a means to accomplish the aforementioned goals, the theoretical foundations presented will be divided into two parts, concerning translation and translator education. The former dealing with the translation theories that serve as the rationale for the view of translation and the criteria and categories that are part of the translation practice. The latter describes the steps necessary to the course design, the concept of competence and its relations as principles to discuss the syllabus presented in the discussion section of this paper.

Translation theories

We aim to describe our theoretical basis and what underlies our theoretical-methodological translation foundation. To accomplish that, we will briefly describe what is a hermeneutic view of Translation (Steiner, 1998; Blumczynski, 2016; Venuti, 2019) and the Integrated Approach theory (Snell-Hornby, 1995) which will establish our views and to illustrate our findings.

The first elements of a hermeneutic translation were envisioned by Steiner's book (1998) *After Babel: Aspects of Language and Translation*. Steiner wrote it with the intent of proposing hermeneutic elements for literary translation. Nevertheless, his findings were useful to reflect about the nature of translation itself, because language and translation were defined by the characteristic of interpretation.

According to Steiner (1998, p. 28), the word "interpretation", coming from the French word *interprète*, is what makes language thrive no matter when or where it is uttered or written. Thus, interpreting language means to translate, as described by him. He further elaborates on that:

The schematic model of translation is one in which a message from a source-language passes into a receptor-language via a transformational process. The barrier is the obvious fact that one language differs from the other, that an interpretative transfer, sometimes, albeit, misleadingly, described as encoding and decoding, must occur so

that the message ‘gets through’. Exactly the same model – and this is what is rarely stressed – is operative within a single language. (Steiner, 1998, p. 29)

A translator must transform their text, because language is not simply decoded or encoded, interpretative transfer enables the message to “get through” as described by the author. It is not clear what was meant by him in terms of “getting through”, but that was eventually discussed in other words by other authors, such as Blumczynski (2016).

Blumczynski (2016) in his book, *Ubiquitous Translation*, develops the translation’s hermeneutic aspects, which consist of adding to the equation of “interpreting”, the personal experiences of the translator/reader and other characteristics such as “who”, “how”, “when” and “where” (Blumczynski, 2016, p. 43). In this manner, Blumczynski considers other aspects in translating which surpass the conventional domains of language and text, which is initially reinforced by him:

When we try to theorize translation and reflect on it, we inescapably reflect on much larger issues, such as meaning, sense, and purpose; identity, sameness, and similarity; the relationship between part and whole; between the message and its medium; between ideas; between texts; between individuals; between individuals and texts; between communities; between texts and communities; between different times and places; between what is fixed and what is dynamic [...]. (Blumczynski, 2016, p. ix)

Thus, the author enables the debate of life’s larger aspects that emphasizes what constitutes it, in a philosophical manner. However, much of Blumczynski’s focus was on philosophy and biblical translation, which is specific, even if promising. Despite that, there is evidence that his work promotes such a hermeneutic view to be applied to the study of translation itself.

Nevertheless, both publications were important for fostering a discussion within the domains of language, translation and hermeneutics. Those authors managed to raise awareness to aspects that were not further investigated in the process of translation.

Venuti (2018) was the author who raised awareness about the lack of a hermeneutic approach towards translator education, and in his publication, *Contra Instrumentalism*, Venuti (2019) managed to elaborate on several elements that would constitute the elements necessary for a translation to be considered hermeneutic.

Venuti (2019) describes two views of translation: i) the first being the “instrumental” approach, which is considered as a “reproduction” or “transfer”, it is usually the approach adopted in academic institutions, publishing and in the cultures that involve the act of translating itself; ii) the second is set to be the opposite, an interpretive act that conceives different criteria in order to be accomplished, and also that translation is constituted as an act of mediation itself, and not a transfer or a reproduction, as it is in the instrumentalist approach.

According to Venuti (2019, pp. 1-2), a hermeneutic model of translation is an “interpretive act that inevitably varies source-text form, meaning, and effect according to intelligibilities and interests in the receiving culture”. This definition elaborates on the elements of translation itself, emphasizing the text genre being translated. It is opposed to Steiner’s (1998), due to the epistemologies underlying the time of its original publication (1975), unlike the contemporary view described by Venuti (2019).

It is also not grounded on structuralism (a perspective also held by Steiner (1998 [1975]), or by the views of Blumczynski (2016), whose ideas focused on philosophy), but assumes the method of a post structuralist perspective, that also helps to identify and understand the features that go beyond the text. Although it could be accomplished by Blumczynski (2016), it was not exactly Venuti’s focus, as said by him: “I am deliberately setting aside the tradition of philosophical hermeneutics.” (Venuti, 2019, pp. 3-4).

Hence, Venuti’s hermeneutic model accounts for the elements of semantics correspondence, stylistic approximation, and text mediation. It is described by him in this manner: “The mediation is most productively seen as a succession of interpretations in various forms and practices, media and institutions – even before a text becomes a source text that receives a translator’s interpretation” (Venuti, 2019, p. 3).

In other words, the criteria used to achieve that semantic correspondence and stylistic approximation is an interpretation (or more than one) of the practices, the media, the institutions, that sometimes precedes the text itself. That is further elaborated by the author when describing his model in the method²):

This model, defining translation as an interpretive act that varies the source text, generates the concept of mediation, namely, that the linguistic and cultural differences constituting that text are not immediately accessible in a translation but always reworked to be comprehended and affective in the translating culture. (Venuti, 2019, p. 8)

Therefore, it is assumed that mediation will happen in linguistic and cultural terms. It encompasses the institutions that seek these translated texts. Because language is “intrinsically metaphorical”, only a linguistic representation is not enough to offer direct access to what is seen or read by the translator (Venuti, 2019, pp. 85-86).

While Venuti (2019, p. 136) proposes the linguistic, cultural and social aspects as categories to be used in translation, it is done so in a general sense. It must be stated that his objective was not proposing procedures, but the method itself. It is the rationale that is provided by the scholar, the methodology would essentially be chosen according to each translator who would adopt his model.

In order to complement the hermeneutic rationale, Snell-Hornby’s (1995) Integrated Approach framework will be adopted. Originally used for literary translation as its focus, many of the categories provided are able to comprise the areas of General Translation and Specialized Translation (which is described by her as “Special Translation”). Snell-Hornby’s framework was created with the intent of guiding the translator by featuring different levels of translation that must be examined during the process. But in this investigation, we propose that this

6

framework can be used before and after the act of translating.

Hence, the framework is divided into six different levels, A) being the broadest, and F) being the most specific to phonological texts: a) Level A demonstrates the general areas of Translation, which are Literary, General and Special (Technical); b) B demonstrates text genres among each area; c) C is composed of disciplines that interact with different types of translation, such as History or Culture for literary texts or specialized texts for technical translation; d) D is categorized into three sublevels of different criteria for analysis according to the characteristics of each translation area; e) E demonstrates linguistic aspects of texts and how the different subdisciplines of linguistics are related to which type of translation and; F) phonological dependent texts, for example, the concept of speakability used in theatrical translation.

Translation Education Theories

The next step is to elaborate on the pedagogical theories of translation, mainly focused on curriculum, designed for creating and proposing an online course of a hermeneutic model of translation. To do so, we will mostly focus on Kelly (2005)’s pedagogical proposal.

According to Kelly (2005), a translator trainer or translator teacher (this terminology will be used interchangeably in this paper) may come from different backgrounds, whether academic or professional. The different experience levels in translation, teaching, and research may provide distinct teaching perspectives and theories used in the courses.

It is also stated by the author that TS is an interdisciplinary or multidisciplinary field, and accordingly, different and complex theories in social, cultural, textual, cognitive, etc. terms may provide to be part of the translation or teaching act itself (Kelly, 2005, p. 1). That is seen as a positive aspect of different backgrounds and translator perspectives, as pointed out by the author.

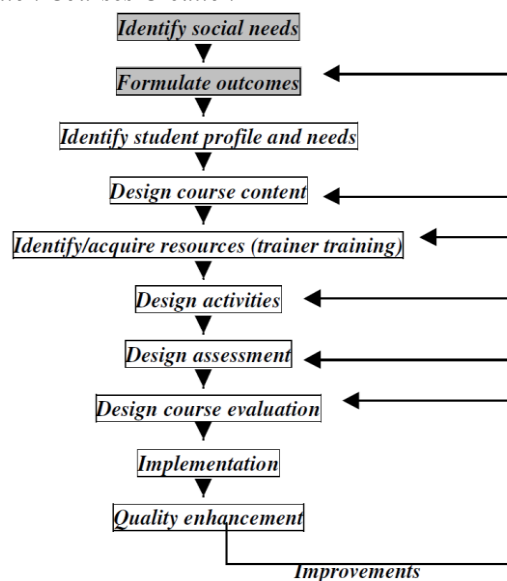
When thinking about teaching, one must think about curriculum, and according to Kelly:

Systematic approaches to curricular design take as their starting point the institutional and social context in which training is to take place, and from there establish their objectives or intended outcomes with input from the professional sector which students are to be trained, from society at large and from the academic disciplines involved. (Kelly, 2005, p. 2)

The starting point of any didactic practice is planning the curriculum. One must examine its institutional and social contexts for the sake of establishing objectives, outcomes, methodologies and other practices that may comprise the translation teaching process itself. The aim of a translation course may be comprised of: i) a generalist training, so in the course the students translate texts from different areas or; ii) specific training, where students translate texts in specific areas of translation, for example, technical translation, legal translation, etc. (Kelly, 2005, p. 9).

Therefore, by focusing on curriculum, Kelly (2005) offers the following framework to create a translation course, as it follows on Figure 1.

Figure 1
Kelly's Framework for Translation Courses Creation



Source: Kelly (2005, p. 20).

8 With this framework provided by Kelly (2005), a translator teacher is able to create a course, and take into consideration the social needs, the objectives, the content, resources, activities, assessment, evaluation for the course, and quality enhancement.

Kelly (2005) also argues that the translator teacher must also think about the competences they would like to develop in their students. The term “competence” is defined as skills that need to be developed involving knowledge, awareness, expertise, in other words, it is the summative concept for the performance of students in educational translation contexts (Schäffner & Adab, 2000).

Furthermore, the task of developing these skills is complex, as creative and pragmatic stances are inherently linked to the translator task, as Neubert (2000) elaborates. Because the act of translation creates something new to another audience, to another culture, it also means that the translator is bound to create new information, and accordingly, create new knowledge (Neubert, 2000).

Neubert (2000, p. 6) also proposes parameters for translation competence, divided in five: i) language competence, pertaining to the knowledge regarding the languages the translator knows; ii) textual competence, regarding the skills related to textual organization and writing; iii) subject competence, regarding the specific subject or discipline of the text the translator is dealing with, also called encyclopedic knowledge; iv) cultural competence, pertaining to the cultural knowledge to which a text is going to be translated to, and; v) transfer

competence, which is the competence regarding the translation process itself, in other words, how the processes of translation and theories are understood and executed.

All of these parameters require different tasks and methods to be developed in educational contexts. Neubert (2000) argues that investigating these parameters is essential for the discipline of translation and its teaching as a means to systematize and integrate these parameters in educational practices or on the practice of translation itself.

Thus, in this paper, those five categories proposed by Neubert (2000) shall be used as parameters to analyze the design of the course to verify if it would be possible to foster a hermeneutic model of translation.

In addition, Chesterman's (2000, p. 83) competences based on strategies will also be used. He promotes the teaching of a critical translation competence using strategies, divided in three categories: i) search strategies; ii) creativity strategies; iii) textual strategies. Chesterman (2000, p. 87) also argues that: "language learners should be taught norms, but also that they should be given the freedom to break norms if they wish and if they accept the consequences".

In this proposal, in order to boost or identify competences that could foster a hermeneutic translation model, the aforementioned competence categories will be adopted. Thus, Chesterman's competence shall be combined with Neubert's (2000) categories to serve as principles to be adopted in the design of the course that will be described in this paper.

In essence, the perspectives discussed on translator curriculum, competence and its critical development are aligned with the hermeneutic model of translation and they shall be adopted in this manuscript. The method and procedures pertaining to the design of the course itself and its procedures will be outlined and discussed.

The methodological choices

In this part, the nature/approach of this research will be shown, along with the methodological elements and the criteria pertaining to the analysis. As the first element to be described, this research is defined to be part of the qualitative paradigm. Qualitative research can be explained in the following manner:

[...] Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including fieldnotes, interviews, conversations, photographs,

recordings, and memos to the self. At this level, qualitative research involves an interpretive naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (DENZIN, 2008, pp. 311-312)

Thus, the view adopted in this paper is of understanding the world based on the perspective of the observer, which is the case here. Furthermore, the practices adopted in this research are of interpretive nature, as is the theoretical foundation that was established, on account of translation being an interpretive action, the data will be seen in such a manner as well.

In addition, observing that the data was acquired through empiric situations, in other words, through teaching experiences, in the context of this research, the teacher is also the researcher (Bortoni-Ricardo, 2008). In that process the teacher is not a passive observer, but has an active role in collecting the data and interpreting it.

10

To create the curriculum for a translation course of hermeneutic nature in online environments, the adequate methodology for distance learning was adopted, with the use of Instructional Design, the discipline that seeks to study online learning and instructional environments.

This area of study can be defined as, according to Caladine (2011, pp. 6-7) “the process of planning, designing, developing, implementing and evaluating instructional activities or events” and its main concern is to produce knowledge pertaining to the development and instruction process.

Primarily, the methodological tool used from Instructional Design is its ADDIE model, comprised of the steps Analyze, Design, Develop, Implement and Evaluate (Morrison et al., 2013). Each step is defined by a different process that is very similar to the framework provided by Kelly (2005) as presented earlier. With that in mind, all these course creation phases can be found within Kelly’s framework, and they will be adopted as such as the approach for our proposal of a hermeneutic translation course.

The matrix used is Filatro and Cairo’s model (2015, p. 232), that defines the elements of a matrix as objectives, roles, activities, duration, content, tools and assessment. The teacher is presented with: a) an overview of each activity in each unit or module; b) describing in detail what the roles of the students and the teacher/tutor are; c) what the student is supposed to do;

d) what kind of resources are needed to be used for that specific activity (such as using a PDF file) and; e) the kind of assessment.

Following the steps of identifying social needs and formulating outcomes, student’s needs, and choosing how to design the course content, the next phase is identifying and/or acquiring resources as per the training of the trainer. Kelly (2005) suggests that the translator trainer must check resources for a combination of theories and activities, and presents this as a valid choice for the creation of a translation course.

In this manner, the outline of the course was submitted to 8 different translation professors and specialists from Brazil which was assessed by 4 Brazilian professors and one from Ireland. The analysis consisted of comments, suggestions and directions involving: a) the premise of the course and its theories; b) duration of the course; c) the objectives; d) the assessment and; e) pedagogical activities and procedures.

In the next section of the paper the syllabus of the online course it will be presented and discussed, taking into consideration the theoretical foundations previously presented.

Design of the Course

The Instructional Design Matrix outline of our online course will be reported followed by a screen capture of the activities inserted in Moodle, describing the objectives, roles, activities, duration, tools, content, assessment, theories used and how they could foster the aforementioned six competences. Modules will be described one by one along with interpretive comments relating the proposal with the literature presented previously and suggestions made by the validation process. The course was designed to be completed in 32 hours, with the duration per module adjusted according to its complexity and time needed for completion and to use a system like Moodle.

Table 1
Module 1 “Introduction”

UNIT	ROLES	OBJECTIVES	ACTIVITIES AND DURATION	TOOLS	CONTENT AND ASSESSMENT
C O U R S E O	Teacher: 1) Answers questions, directs students. Students: 2) Explore Moodle platform.	1) To know the general structure and objectives of the course.	1) To view the Moodle tutorial. 2) To change your profile picture. 3) To overview the course organization and modules.	1) Moodle Platform. 2) Tutorial Infographic.	Content: 1) Overview of the Course.

V E R V I E W			(30 minutes)		
	Students: 3) Introduce themselves in forums.	2) To meet the teacher and other students.	4) To introduce yourself on the “Introductions” forum. (30 minutes)	3) Forum.	Content and Assessment: 2) Personal introduction.
	Students: 4) Answer questionnaires.	3) To present information as tasked by a questionnaire.	5) Answering the questionnaire. (1 hour)	4) Google Forms.	Assessment: 3) Questionnaire.

Source: Created by the authors.

Figure 2
Module 1 on Moodle



- Módulo 1 - Orientações Iniciais
- Módulo 1 - Fórum de Apresentação
- Módulo 1 - Funcionamento do Curso e Cronograma
- Módulo 1 - Fórum de Avisos
- Módulo 1 - Dúvidas sobre o curso e sobre o Moodle
- Módulo 1 - Questionário

Source: Screenshot of Module 1 on Moodle.

12

Since it is an online course and it would be hosted on Moodle as per the proposal, the first module (Figure 2) would be comprised of tutorials showing features of the online platform and the overall course structure, in terms of what will be studied, how it will be studied, and how students can ask questions to the teacher, for which purpose the time allotted for this module would be 2 hours.

Students would then be aware of what will be studied in detail and will also be prepared to use some of the tools that Moodle offers. They would also introduce themselves via a forum, so they can get to know other students and describe their interests, background, etc. and other information they would like to share.

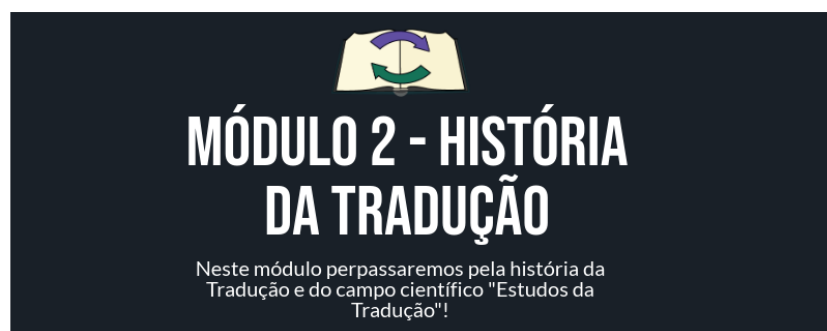
Lastly, they would answer a questionnaire by providing information such as their background, their motivations, previous experience and what they expect to learn. This step is important so the teacher can analyze the students’ needs and is part of feedback that amounts to a better characterization of the public attending the classes.

Table 2
Module 2 “Translation History”

UNIT	ROLES	OBJECTIVES	ACTIVITIES AND DURATION	TOOLS	CONTENT AND ASSESSMENT
TRANSLATION HISTORY	Students: 1) Read texts, watch videos.	1) To present and describe Translation History.	1) Text reading about Translation History. 2) To watch a video about Translation History. (2 hours)	1) Text (PDF). 2) Youtube video.	Content: 1) Translation History (Öustinoff, 1956/2012).
	Students: 2) Create their own timelines. Teacher: 3) Answer questions students may have.	2) To create a Bilingual Timeline of Translation History.	3) Creating a Timeline using Word or another software. (1 hour)	3) Microsoft Word. 4) Forum.	Assessment: 2) Template of Timeline.
	Students: 4) Share their thoughts about the texts. Teacher: 5) Interact with students.	3) To present and discuss Translation Studies History.	4) Reading James S. Holmes’ paper. 5) Reading the Translation Studies Map. 6) Responding questions in forums about Translation Studies. (2 hours)	5) Paper (PDF). Forum (Moodle).	Content: 3) Translation Studies History (Holmes, 1988). Assessment: 4) Forum questions based on Translation Studies Map (Toury, 1995).

Source: Created by the authors.

Figure 3
Module 2 on Moodle



- [Módulo 2 - História da Tradução \(Leitura\)](#)
- [Módulo 2 - História da Tradução \(Vídeo\)](#)
- [Módulo 2 - Atividade I \(Template Linha do Tempo\)](#)
- [Módulo 2 - Atividade I \(Envio de Linha do Tempo\)](#)
- [Módulo 2 - História dos Estudos da Tradução](#)
- [Módulo 2 - Mapa dos Estudos da Tradução](#)
- [Módulo 2 - Fórum sobre a História dos Estudos da Tradução](#)
- [Módulo 2 - Dúvidas Gerais](#)

Source: Screenshot of Module 2 on Moodle.

In this module (Figure 3), the focus is to contextualize the activity of translation and the field of TS, so students are able to understand the background of translation itself before

studying any theories during 5 hours.

The Translation History text by Öustinoff (1956/2012) provides a description of how Translation has evolved over time. That is complemented by Anthony Pym’s video³ which explains what translators have worked on in different periods of time. By combining a text and a video, students can learn from different media according to personal learning styles they may have. The bilingual timeline activity is designed in a way so students can practice translation while promoting their input on what is important in translation history.

Next, students are supposed to read Holmes’ paper (1988) so they can understand how the discipline was created, its goals, and what led to the name of the field itself. That is complemented with Toury’s map (1995) of Holmes’ Translation Studies organization in terms of what “pure” and “applied” research means. Afterwards, students are supposed to share and compare their previous knowledge, if any, about the discipline, and establish parallelisms with language teaching⁴.

Table 3
Module 3 “Translation Theories”

14

UNIT	ROLES	OBJECTIVES	ACTIVITIES AND DURATION	TOOLS	CONTENT AND ASSESSMENT
TRANSLATION THEORIES	Student: 1) Read Infographics.	1) To present and describe different translation types.	1) Infographic reading. (2 hours)	1) Infographic.	Content: 1) Translation Types (Jakobson, 1963/2010).
	Student: 2) Play the game, write down in diary. Teacher: 3) Answer questions, ask for feedback.	2) To present and describe the translation process and translation theories.	2) “Translation Island” Game. (7 hours)	2) Game available on Prezi. 3) Forum.	Content: 2) The concept of Theory for Translation. 3) The process of Translation. 4) Hermeneutic Translation. 5) Equivalence. Assessment: 6) Translation Diary, Forums.

Source: Created by the authors.

Figure 4
Module 3 on Moodle



Source: Screenshot of Module 3 on Moodle.

In this module (Figure 4), students would study the theoretical characteristics of translation. It is expected of students to read an infographic⁵ about the process of translation itself, with small examples, so students get acquainted with Jakobson's proposal of translation types (1963/2010).

Afterwards, the students play "Translation Island"⁶, a presentation made like a game/narrative. Since it is a rather long game, students are supposed to take several breaks and are told not to complete the game in one sitting. The game is divided in small tasks and texts regarding understanding theory for TS (Pym, 2009/2017), the concept of Equivalence (Baker, 2011; Pym, 2009/2017) and Hermeneutic Translation (Venuti, 2019).

Students are supposed to use a diary as they proceed, with the purpose of writing down notes and translation tasks they run into as they progress. Since it is an online course, most diaries would be comprised of Word document, but physical diaries with scanned pages could also work. The role of the teacher in this module is to provide support for students and ask for their feedback about the game itself, so it can be improved, changed, and updated if necessary. Because of its length and the task of keeping a diary, this module would have a duration of 9 hours.

The students are posed questions and translation prompts along their experience. For example, as they read Pym's discussions on theory, they are tasked with questions about equivalence or their stance on translation approaches such as being descriptive or prescriptive. It elicits students to reflect about their previous decisions, where they stand as translators, etc. making them contemplate about matters that are tied text or language competences.

Baker's (2011) different linguistic equivalences are supplied as more rationale for

students to identify their translation decisions by the means of two translation prompts involving the academic abstract text genre, one tasking a translation into Portuguese and the other in English, in order to provide two different directional experiences.

Students are elicited to reflect on what they read regarding the hermeneutic model, as per Venuti's (2019) discussion present in the game. Therefore, they could be better informed about their practices, reinforcing the game's theme of thinking about your own practice or what would constitute one's own rationale as a translator.

The different situations enable the students to deepen their knowledge about translation theories and how they tie directly to their decisions, making them conscious about their work. As a result, this could enhance their competences related to language and transfer.

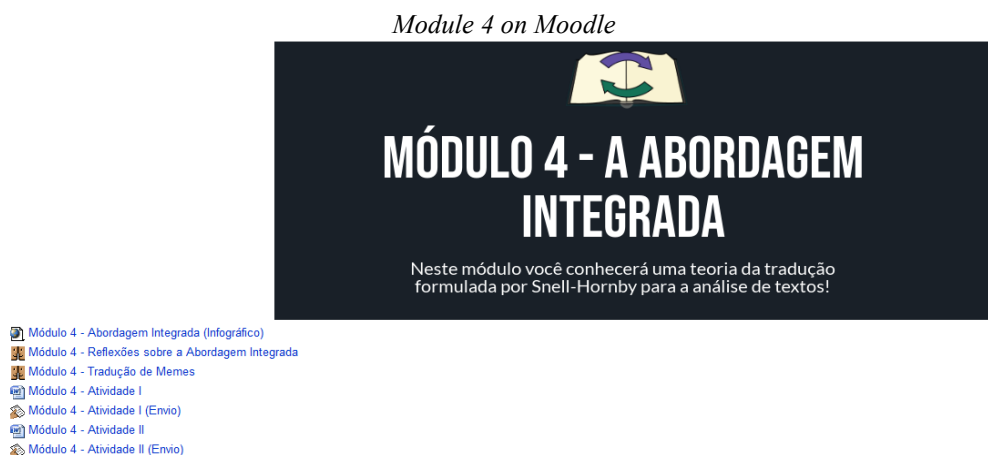
Table 4
Module 4 "The Integrated Approach"

UNIT	ROLES	OBJECTIVES	ACTIVITIES AND DURATION	TOOLS	CONTENT AND ASSESSMENT
T H E I N T E G R A T E D A P P R O A C H	Student: 1) Read the infographic.	1) To present and discuss the Integrated Approach.	1) Reading about the Integrated Approach. 2) Forum – To reflect about the Integrated Approach. (1 hour)	1) Infographic. 2) Forum.	Content: 1) Snell Hornby's Integrated Approach (1995). Assessment: 2) Forums.
	Student: 2) To translate memes.	2) To translate memes.	3) Reading and translating memes. From Portuguese to English and English to Portuguese. (1 hour)	3) Forum.	Content: 3) Different memes acquired through social media. Assessment: 4) Translation on Forums.
	Student: 3) To translate a journalistic text.	3) To translate a journalistic text.	4) Reading and translating a journalistic text about Education. (3 hour)	4) Forum.	Content: 5) Text in Portuguese "We're creating a cyberproletariat, a generation without data, without knowledge, without lexicon". ⁷ Assessment: 6) Translation on Forums.

	Student: 4) To translate a literary text.	4) To translate a literary text.	5) Reading and translating a literary text written by a Brazilian author. (3 hour)	5) Forum.	7) Translation of short story in Portuguese "Chicken", by Clarice Lispector, Brazilian writer. Assessment: 8) Translation on Forums.
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Source: Created by the authors.

Figure 5



Source: Screenshot of Module 4 on Moodle.

This module (Figure 5) aimed to present and use Snell-Hornby’s Integrated Approach (1995) to provide criteria for students to use when translating texts. For this reason, an interactive infographic⁸ displaying the Integrated Approach theory was made available, so they could click on words and key terms to learn more about them. Afterwards, several practical tasks were issued, students had to translate three different text types: memes, a journalistic article and a literary short story. The prompts involved relating the use of their translated texts to contexts that would prove adequate to the students’ decisions.

Would their meme translations be used for educational purposes? Would the journalistic text be used for a self-study or self-reflection purpose? Would the literary text be translated to be used in their classroom? Their experiences would be shared in this module’s forum, as their decisions and translation choices could impact how they viewed each prompt while relating to the Integrated Approach as a process, happening before and after the translating act. It also enables self-assessment and allows the teacher to examine how or if they amplified any of their transfer, linguistic or cultural competences.

Because this module involves translation activities of different texts, the duration of 8 hours was chosen to consider all the time spent reading, translating and reflecting upon the

Integrated Approach, and it was specifically recommended by professors in the course evaluation to add practical translation activities.




Table 5
Module 5 “Translation Techniques”

UNIT	ROLES	OBJECTIVES	ACTIVITIES AND DURATION	TOOLS	CONTENT AND ASSESSMENT
TRANSLATION TECHNIQUES	Student: 1) Read infographic.	1) To conceptualize and list translation techniques.	1) Read the infographic about translation techniques. (2 hours)	1) Infographic. 2) Forum.	Content: 1) Translation Techniques and Strategies (Chesterman & Wagner; 2002). Assessment: 2) Responding to forum.
	Student: 2) Answer on forums.	2) To reflect about translation techniques.	2) Respond to the forum regarding translation techniques. (2 hours)	3) Forum.	Content and Assessment: 3) Forum.
	Student: 3) Contribute to the list. Teacher: 4) Contribute to the list.	3) To reflect and apply creative strategies.	3) Add own strategies to a collaborative list. (2 hours)	4) Google Docs.	Content and Assessment: 4) Techniques and Strategies created/used by students.

Source: Created by the authors.

Figure 6
Module 5 on Moodle



-  Módulo 5 - Técnicas de Tradução (Infográfico)
-  Módulo 5 - Reflexão sobre Técnicas de Tradução
-  Módulo 5 - Lista Colaborativa de Técnicas de Tradução

Source: Screenshot of Module 5 on Moodle.

This module (Figure 6) aimed to present translation techniques and make students think about what they necessarily mean and what they can do with these strategies. It was mainly created for the purpose of developing Chesterman’s (2000) proposal of a critical view on using

translation strategies.

The concept of translation techniques would be presented in an interactive infographic⁹, in which the categories presented by Chesterman and Wagner (2002) are displayed. A list of diverse techniques and strategies are shown, some with examples, and others lacking, due to a narrative created in the presentation. In the situation created, the author had lost his list of translation techniques because the “wind” had taken it away, so it would be part of the reader to find them or suggest new solutions.

Students would be required to reflect upon the use of translation techniques themselves and to contribute their strategies when translating texts, evidenced by the Google Docs collaborative list. It would start with the teacher writing his strategies and examples, so the teacher also takes part in this activity, not as a prescriptive model to be followed, but as an entry to a list that would be used by everyone in the course.

The chosen duration for this module is 6 hours in total, as students would need time to answer the inquiries regarding translation strategies in the proposed forum and to work on their own strategies in the collaborative list.

Table 6
Module 6 “Feedback”

UNIT	ROLES	OBJECTIVES	ACTIVITIES AND DURATION	TOOLS	CONTENT AND ASSESSMENT
F E E D B A C K	Students: 1) Answer the questionnaire	1) Give feedback through questionnaire.	1) To answer a questionnaire. (1 hour)	1) Google Forms.	Content: 1) The students’ assessment about the course. Assessment: 2) Questionnaire.
	Students: 2) Respond to the forum; Teacher: 3) Answer to the feedback.	2) Discuss about the course, individual participation, materials, etc.	2) To answer the forum in a group assessment manner. (1 hour)	2) Forum.	Content: 3) Self-assessment of students regarding the course, materials and their own participation. Assessment: 4) Respond the forum.

Source: Created by the authors.

In the final module, which takes 2 hours, students were required to give feedback about the course. In a personal manner by the means of a questionnaire, and finally, by a group assessment discussing in a forum.

The group assessment would consist of the following criteria: i) to discuss a positive aspect of the course; ii) to discuss something that needs to be improved on the course; iii) a

positive aspect of the materials used in the course; iv) something that needs to be improved about the material; v) a positive aspect of a student's own participation in the course and; vi) an aspect a student would need to improve in their own participation.

By discussing these points, students were able to assess what worked in their experience, materials, while also describing what could improve or change in the course, as feedback.

Furthermore, this translation course was previously tested in a pilot project in an online environment in Moodle in which 4 language teachers finished the course. The students who finished the course stated that their view of translation changed to a more interpretive and critical approach, while the students who did not complete the course claimed they lacked the time to finish it or that they were not used to online courses. These results are led to believe that the course must be improved to motivate students to continue the course and/or better manage their time.

Conclusions

20

This paper aimed to discuss the design of a course that could foster a hermeneutic view of translation by the means of combining several theories and points of view in Translation Studies for the sake of training translation students about the creation of the field, some theories, frameworks and strategies.

By presenting what a hermeneutic view of translation is, it was possible to present the epistemological basis of which this course and the views were built in this paper and this course proposal. The Integrated Approach theory would complement this view to develop a hermeneutic model of translation.

The pedagogical characteristics of translation, by the field of translation training, were described with the purpose of setting up a path necessary for a course to be created, while also describing competences that would be developed in this proposal.

When the teacher acts as a researcher and organizes these theories and different disciplines, such as Instructional Design, so as to create their teaching methodologies, they are able to organize a structure that promotes a dialogue between translation theories and pedagogical theories of translation.

By describing the design of an online course under the aforementioned theoretical assumptions, a translator trainer would be ready to further test this proposal and subsequently report it as a teacher-researcher in an effort to verifying the course success and possibility of

reproduction, so this would be the next step in terms of future research to be conducted.

This asynchronous course was offered as a continuous development course for language teachers/language major graduates. It suited their busy schedules, allowing them to decide their own study time based on their own needs, granting more learning opportunities. In the context of the COVID-19 pandemic, where teaching remotely is the norm, it is important to consider all the didactic options such as this one, where its importance is further reinforced.

The next steps consist of enhancing the existing design by adding a module of translation technologies in order to provide more translation tools to new translators, and in order to verify how would the hermeneutic translation approach interacts with translation technology.

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¹ Our translation.

² Therefore, the philosophical view is described, and the procedures are not. However, the use of “method” by the author will be adopted in this manuscript.

³ Available at: <https://www.youtube.com/watch?v=h16jHMLAOtg> The video has the Creative Commons license so it can be used educationally.

⁴ This was particularly relevant because in the case of this research, the public consisted of English language teachers.

⁵ Available at: <https://create.piktochart.com/output/38405807-infographic-8-copy>.

⁶ Available at: <https://prezi.com/view/vIPJ655cVMhVdDexKdXi/>.

⁷ Available in Portuguese at:

https://brasil.elpais.com/brasil/2019/09/13/internacional/1568391777_889106.html.

⁸ Available in Portuguese at: <https://prezi.com/ned7fxurypfl/infografico-interativo-da-abordagem-integrada-de-snell-hornby-1995/>.

⁹ Available on: <https://prezi.com/yrbti15kwccs/tecnicas-e-estrategias-de-traducao/>.