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# Crynoldebau / abstracts

'Cultural translation' and active learning

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'Cultural translation' has recently become a buzz word in Translation Studies. This is remarkable as only very few scholars have managed to produce a workable definition of the term. Buden & Nowotny (2009) tried to open a dialogue with scholars from across the field, inviting colleagues to contribute via an interactive journal article (Buden & Nowotny, 2009). While this has resulted in a number of interesting contributions (e.g. Michael Cronin's response), controversy still surrounds the terminology and the actual use of the term. More recently, Maitland's definition of cultural translation as a means to work on meaning we don't (yet) understand (Maitland, 2017) has placed decicive emphasis on the practical aspects of translation as 'doing'. In a remarkable return to Ricoeur, Maitland, e.g. argues that any ethical understanding of th eprocess of cultural translation will have to include a gesture of empathy; as an attempt to recount someone else's story. This puts her approach at odds with attempts to define interculturality and translation as processess of sameness (2017, pp 5 ff). Hence, it could be argued that truly 'cultural' translations articulate difference and empathy as a means to communication not as a result of it.  
  
Based on the concept of 'cultural translation' I will look at ways the term can be used in foreign language teaching and research. I will show how a cultural understanding of translation can lead to productive engagements with 'foreign' texts and speech acts and how these can be related to a range of secondary learning outcomes. In short, I will demonstrate how a more comprehensive understanding of cultural 'empathy and difference' can lead to more meaningful intercultural communication and to a more active engagement with a number of active learning practices.  
  
My presentation will take the form of a fluid talk/seminar/workshop structure. I will lead with the concept of cultural translation and its definatory problems before I will ask participants to translate a few words into a foreign language. By ways of a concluding roundtable discussion, I will finally suggest how to relate the concept of 'differenec and empathy' to a number of teaching tasks that will achieve better learning outcomes and general performance improvement in students.  
  
Literature:  
  
Cronin, Michael (2009). 'Response', in Buden & Nowotny (2009), 'Cultural Translation: An Introduction to the Problem and Responses', TRANSLATION STUDIES 2099, 2:2.  
  
Buden, Boris & Nowotny, Stefan (2009), 'Cultural Translation: An Introduction to the Problem and Responses, TRANSLATION STUDIES 2009, 2:2.  
  
Maitland, Sarah (2017). WHAT IS CULTURAL TRANSLATION?. London, New York, Oxford, New Delhi, Sydney: Bloomsbury