AUTONOMY IN TRANSLATION: APPROACHING TRANSLATORS' EDUCATION THROUGH AWARENESS OF DISCOURSE PROCESSING

Fabio Alves, Célia Magalhães & Adriana Pagano
Universidade Federal de Minas Gerais

1. Introduction

Over the past years, there has been growing academic interest in the field of Translation Studies concerning issues related to how translators should be trained/taught, or rather, how they should be educated. While proposals tended to be more prescriptive and normative in the 1960s and 1970s, recent times have witnessed more dynamic and contextualized approaches, some of which have opened up new avenues for research building on, for instance, subliminal or unconscious processes in translation. A long established tradition of translators' education has sought to explore text analysis skills in an attempt to develop reading and text comprehension strategies that might lead novice translators to become aware of text specificities (from cohesive patterns and thematisation to genre and rhetorical patterns) both in the source and target text contexts (Baker, 1992; Hatim & Mason, 1992; Nord, 1991). Through an extensive work of analysis of translated texts, students are introduced to concepts of text linguistics and discourse analysis that are helpful to build an interpretation of the source text and devise an acceptable target text. Concurrently, research on translators' education has also been developed based on an observation of the process of translation, focusing on the cognitive path followed by translators

as they carry out a translation task (Hansen, 1999; Kiraly, 1995; Königs, 1987; Krings, 1986). Data collected through empirical studies of subjects at work, by means of think-aloud protocols (henceforth, TAPs) and other types of verbal protocols, file logs and other methods, are taken as a source for investigating decisions and strategies used by translators as they solve problems. Both product- and process-oriented proposals for translators' education emphasize the need to develop autonomous behavior on the part of translators, with special attention to promoting awareness of beliefs, decisions and strategies put to use.

While the use of text analysis has been substantially geared towards studies of translation products, few studies have dealt with text and discourse components in the production of translations as they can be mapped out during the translation process. Data gathered empirically through TAPs and log files have been treated predominantly from the perspective of strategies dealing with text segmentation and problem solving, little attention being paid to the insights they can offer as to how translators deal with ideological problems encountered when they are producing discourse in order to create a translated text. This article presents a case study that attempts to observe discourse processing from data gathered through process-oriented research. It is our contention that verbal protocols are a rich methodological option to gain access to the translation process not only as diagnostic instrument for researchers to draw on in order to grasp its complexity but also as a resource to be used in translators' education. Retrospective verbal reports, we will argue, can be used as sources informing discourse shaping of texts. Elsewhere (Alves, Magalhães & Pagano, 2000), we have advocated introducing process-oriented studies of translation into the education of novice translators. From the analysis carried out here, we suggest that cognitive and discursive constructs extracted from empirical approaches to translation could be introduced into the education of novice translators. Students would thus be guided to concentrate on issues leading to the establishment of translation units – TUs – and

consider them as an integral part of an intersubjectively oriented analysis of their cognitive and discursive processes.

Considering the methodological validity of using retrospective verbal tasks for exploring discursive issues and the cognitive-discursive interface proposed above, we would like to raise three questions that can be taken to summarize some of the core problems related to translators' education:

> *(i)* What are adequate methodologies to develop translators' competence?;

> *(ii)* Should they further explore subliminal (unconscious) processes, as recent theorists have argued, or also attempt to focus on metacognitive (conscious) processes?;

> *(iii)* To what extent can theory and practice be integrated in a proposal for developing translators' competence?

Bearing these questions in mind, this paper presents, as a contribution to this ongoing debate on translators' education, a case study that focuses on the performance of novice translators and examines their translations of a brief magazine news report. Drawing on their translated texts and their reflections in retrospective verbal reports, some suggestions are made as to how issues of discourse processing can be worked together with aspects of cognitive processing, aiming at implementing an autonomous approach to translators' education.

2. Description of the study

Eleven diploma-level students of translation at the Federal University of Minas Gerais (Brazil) were asked to render into

Portuguese a brief magazine news report entitled "Carnal Carnaval" published by the newsmagazine *Newsweek* in March 1999. Text selection focused on a topic deeply embedded in the Brazilian culture, Brazilian Portuguese being the native language of all informants. Due to its lexical and contextual elements, this choice of topic was considered to be very instrumental in providing textual elements which enabled us to approach discourse processing and questions of ideology from process-oriented data, envisaging a discussion of the three core questions raised in the introduction. It was our intention to investigate to what extent the informants would draw on their contextual assumptions to segment the target text into TUs and translate them on the basis of their experiences and backgrounds, revealing their degree of awareness of discourse implicated problems for the construction of the target text.

2.1 Defining the scope of Translation Units

It is a well-known fact that defining the scope and amplitude of translation units (henceforth, TUs) is a rather controversial issue in Translation Studies. As suggested by Newmark (1988), TUs can be regarded from being the smallest meaningful element in a text (Vinay & Darbelnet, 1958) to encompassing the whole text within the perspective of discourse analysis. In her seminal work using TAPs to identify the unit of analysis in translation, Gerloff (1987) is much more specific and states that TU segmentation is more likely to occur at clause level. Bearing these controversies in mind and building on Krings (1986) in his empirical study of the translation process of novice translators, we assume that translation problems observed from the perspective of the participating subjects should constitute the basis for the identification of a translation unit. TUs are, therefore, seen as being determined by the translator's focus of attention and subject to a process that is dependent on the conditions under which the translator's task is performed. From this perspective, TUs are segments in constant transformation,

which change according to translators' cognitive and processing needs and could be defined as follows:

> "A translation unit (TU) is a segment of the source text, independent of specific size or form, to which, at a given moment, the translator's focus of attention is directed. It is a segment in constant transformation that changes according to the translator's cognitive and processing needs. The unit of translation can be considered as the cognitive basis and the starting point for the translator's processing efforts. Their individual characteristics of delimitation and their extreme mutability contribute fundamentally so that target texts have forms that are individualized and differentiated. The translator's focus of attention and level of awareness are the guiding and delimitating factors for the establishment of a translation unit and it is through them that the TU becomes momentarily perceptible." (Alves, Magalhães & Pagano 2000:38).

2.2 Considerations on the use of TAPs as a methodological tool

TAPs have been considered a major source of empirical data gathering within the process-oriented research in translation (see Rodrigues (this issue) and Fraser (1996) for a review on research with TAPs). Criticisms about the negative effects of this type of elicitation have been frequent in the literature. Considering some of them, Hansen (1999a) presents a case study which uses retrospection as an alternative to concurrent TAPs and suggests that the former allows for a more natural source of data gathering in research contexts which focus on more intersubjective instances of the translation process. Since it is our aim to discuss impressions and decisions taken at an inter-subjective discursive level, we have opted for retrospection as a more viable alternative for the purposes of the present study. Finally, in order to avoid instances of false inferencing and/or acute forgetfulness, retrospective protocols were

recorded right after the translation tasks had been completed and, as a result, maximized the potential for late information retrieval and minimized the effects of memory loss.

2.3 Experiment design

Based on the above mentioned considerations, an experimental situation was devised in which the informants should reveal their first hand impressions and insights in the translation of a text. Data was collected by means of retrospective protocols after the subjects had taken part in a 15-hour introductory workshop on translation strategies. The eleven informants worked from PC desktops without time pressure, and had free access to reference materials from printed and electronic sources. The translation tasks were carried out at the same time and, as such, created similar conditions for text production.

The source text used in the case study is reproduced below:

> CARNAL CARNAVAL
> A shapely dominatrix has ignited the fantasies of Brazilian merchants. Suzana Alves, known as Tiazinha or "Little Aunt", appears on/ a wildly popular TV variety show where she uses wax to strip body hair from men who answer trivia questions incorrectly. Last month she made a splash parading in Rio de Janeiro's Carnaval. Now marketers have launched a closetful of Tiazinha consumer goods, like nylons, underwear, lollipops and, of course, depilatory wax. Brazilian Playboy will unmask her in a forthcoming centerfold. The planned press run: a record 1 million copies. Source: *Newsweek*, March 8, 1999

2.4 Procedures for data analysis

Before the translation sessions began, informants were instructed to translate the source text into Portuguese bearing in mind a similar

readership for *Newsweek* in the Brazilian context, i.e., magazines such as *Veja* or *IstoÉ* which have a wide circulation in the country. They were also requested to comment reflectively on their own performances after the accomplishment of the translation tasks. As the protocols were recorded immediately after the translations had been completed, they allowed subjects to retrieve process-relevant information still vividly available to them. Due to scarcity of space, four TUs had to be selected for the purpose of the short analysis presented here. They all seemed to have been segmented similarly by the subjects and, therefore, provided us with relatively consistent evidence that allows for reflections on the nature of their translations.

- [*A shapely dominatrix …*]

- [*…(where) she uses wax to strip body hair from men*]

- [*(Last month) she made a splash parading in Rio de Janeiro's Carnaval.*]

- [*Brazilian Playboy will unmask her in a forthcoming centerfold.*]

Following our definition of TU above, we can clearly see here that these four TUs reveal the subjects' focus of attention as they process the text. The subjects' comments in their verbal reports centering on these segments of the text signal their encountering a problem that demands processing effort. Conceived of as an individual construction, varying according to each translator, TUs may, as in our case study, coincide among groups of translators, thus pointing to intersubjective characteristics and the need to view cognitive processes from a socially embedded perspective.

The subjects' reflections on these four units collected through retrospective verbal protocols can also be analyzed from the perspective of critical language awareness (Fairclough, 1998), building upon an orientation towards language which is variously designated as critical language study, critical linguistics or critical discourse analysis. This orientation towards language is concerned with the fact that language has an important role in social changes taking place worldwide. Critical language awareness will develop out of the knowledge that language conventions, or discursive formations are invested with ideological constructs. That is to say, critical language awareness is raised on the process of challenging mainstream language study, which takes conventions and practices at face value, as a neutral object to be described, thus downgrading or even blurring their ideological investment.

In order to investigate whether novice translators reveal in their reflections awareness of ideological issues at play in their co-construction of the original text in translation, we have examined the data collected in this study to verify if the translators' protocols show evidence of conscious perceptions of discourse construction.

3. Findings

All eleven subjects identified [*A shapely dominatrix …*] as a TU. However, their levels of segmentation revealed different levels of autonomy and critical awareness and, ultimately, qualitative differences in the products rendered.

As reproduced in the transcript below[1], one subject tried to work on cohesion by drawing on internal resources and awareness of the orders of discourses in the text, thus aiming at a coherent translation:

"A shapely dominatrix. Que tal uma curvilínea tirana ou uma curvilínea sadomasoquista? Vou optar por sadomasoquista.

Estabelece coesão com o que vem a seguir no texto: depilar os rapazes. Já curvilínea, no contexto da Tiazinha, parece traduzir o sentido de shapely. Olhei no dicionário. Quer dizer having a pleasing shape, esp. with reference to a woman."

[*A shapely dominatrix. What about a curvilinear tyrant or a curvilinear sadomasochist? I'll choose sadomasochist. It connects with what follows to strip body hair from men. Curvilinear in this context seems to translate the meaning of shapely. I looked it up in the dictionary. It means having a pleasing shape, esp. with reference to a woman.*]

Alternatively, another subject made a decision to process the TU on the basis of internal support and uncritical analysis of the role the cohesive chain *dominatrix, strip body hair from men* might have as related to discursive formations in this text. The translator opted for a lexical choice used by young males when they refer to sexually attractive women in general, instead of the lexical item that signals engagement in sexual practices of sadism and masochism:

"Gastei horas pensando neste mero textinho, a shapely dominatrix é difícil de traduzir. Resolvi colocar que a Tiazinha é uma fera bem dotada. É assim que a moçada diz, não é? Vale o que a gente diz."

[*I spent hours thinking about this very small text, a shapely dominatrix is very difficult to translate. I decided to write that Tiazinha is a sexy beast. That's what blokes say, isn't it? What we say is what matters.*]

Another informant, in turn, worked quite literally, segmenting the TU in isolated sub-items and arrived at a decision that rendered *dominatrix* as "domadora" (tamer) in an attempt to recapture euphonically what he had been unable to process both linguistically and contextually as shown in the retrospective protocol below:

" A dominatrix - domina – domina, torna-se dono, doma - trix – próprio de mulher. No dicionário não tem… /// shapely – bem formada, torneada, esbelta, cheia de formas – curvas, cheia de curvas… /// Um dominatrix cheia de curvas, uma domadora cheia de curvas. "
[*A dominatrix – dominates – dominates, becomes owner, tames – trix – especially of women. It's not in the dictionary… /// shapely – well formed, well-turned, slim, full of forms – curves, full of curves…/// A dominatrix full of curves, a tamer full of curves.*]

The unit [*…(where) she uses wax to strip body hair from men*] was also segmented similarly by all informants. Similarly to what we had for [*A shapely dominatrix …*], one subject processed the TU on the basis of cohesion patterns that led to contextual assumptions of the kind a translator would tend to make if 1) unaware of the position the text — a mixture of brief news and advertising — builds for a masculine audience, or if 2) aware of this position but deliberately constructing a different readership which in a way domesticates a sexist representation of Tiazinha as a dominatrix:

"She uses wax to strip body hair from men… Não precisa ser tão longo assim. Posso muito bem dizer simplesmente que ela depila os rapazes. Quando se depila, usa-se cera. "
[*She uses wax to strip body hair from men… It doesn't have to be that big. I may well say that she removes body hair from men. When you remove your body hair you use wax.*]

Thus this subject substitutes a superordinate — *depilar* (*remove body hair)* for one very specific method of removing body hair: waxing, probably used in the text to add to the representation of the dominatrix, bringing to the fore the ambivalent idea of pain and pleasure involved in stripping body hair with wax. One could say the idea of torture and consequently one aspect of the representation of the dominatrix or of a naughty, sexy woman, as Tiazinha is

symbolically treated in Brazil in *uses wax to strip body hair* is minimized (either unconsciously or deliberately) through the choice "depila" (removes body hair). The subject, however, explains the choice as a matter of feeling the need to simplify the message in the target text.

Alternatively, the subject below, not knowing the meaning of some lexical items, worked quite literally, segmenting the TU in isolated items. This time, however, unlike what we have seen above, the subject arrived at a translation decision which gradually turned *to use wax to strip body hair from men* into "ela arranca com cera os pelos dos homens" (she pulls off body hair from men with wax) signaling pain (and pleasure?), as if co-constructing the position of the masculine reader in the text (meaning) as the translation progresses.

> "to strip – tem a ver c/ strips – tiras, faixas ou strip = tirar fora (strip-tease) /// body hair – pelos /// she uses wax to strip body hair from men who – ela usa cera pa… arrancar – ela arranca com cera".
> [*to strip – it has to do with strips – strips, bands or to strip = take out, take off (clothes, strip-tease) /// body hair – hair /// she uses wax to strip body hair from men who – She uses wax to strip body hair from men who … to pull of – she pulls off body hair with wax.*]

Our third unit of analysis, namely [*(Last month) she made a splash parading in Rio de Janeiro's Carnaval.*], was also segmented in a similar fashion by all informants. The three transcripts below show subjects having great difficulties in identifying *splash* as a noun in itself and tending to ascribe an adjectival role to it, therefore processing the TU as a *splash parading*, i.e. as a *stunning parade*. Their renderings in Portuguese were respectively "causou furor" and "fez furor" (caused a sensation) which indicate a strong influence of contextual assumptions in their translations, and also a concern

with fluency in the target language; after all "causar/fazer furor" is to be expected of participants in Brazilian carnivals.

> "A splash parading. Isto é um desfile ou a ação de participar de um desfile pelas ruas com estardalhaço, causa furor na avenida. Vou tentar conservar o mesmo ponto de vista do texto de partida e aplicar um procedimento da transposição que me parece necessário para alcançar mais idiomaticidade no texto de chegada."
> [*A splash parading. This is a parade or the act of participating uproariously in a Carnival parade through the streets rousing frenzied crowds. I'll try and keep the same perspective of the source text and use a transposition that I think is necessary if I want the target text to be more idiomatic.*]

> "Está escrito acima que ela made a splash parading. Para mim, ela causou furor na avenida. Tenho certeza que é muito mais que isso. É uma questão de limite de tempo do que dizer e achar que o texto está acabado."
> [*It is written above that she made a splash parading. To me, she caused a sensation during the Carnival parade. I am sure there is much more there. It is a matter of limited time to say something and believing that the text is ready.*]

> "she made a splash parading – to splash – entornar. Ela entornou o caldo! Salpicar, respingar, esparramar-se, make a splash – fazer um vistão, causar furor."
> [*she made a splash – to splash – to throw liquid, to upset. She upset the applecart! To splatter, to spread out, make a splash – caused quite a sensation.*]

Further on, akin to some other previous verbalizations, protocols regarding the fourth TU selected for analysis, [*Brazilian Playboy will unmask her in a forthcoming centerfold.*], show a common pattern of reflection that works first on cohesion and later on contextual assumptions:

"a forthcoming centerfold, ou seja, segundo o dicionário é uma foto de página inteira de uma mulher desnuda, fotografada numa posição intencionalmente erótica. Tiazinha está prestes a aparecer nas duas páginas do meio da revista e sem roupa nas páginas centrais da próxima edição."
[*a forthcoming centerfold, that is, according to the dictionary, it is full-page photo of a naked woman, taken from an angle deliberately erotic. Tiazinha is soon going to appear in the two-page center of a magazine and stripped naked in the central pages of the next issue.*]

"Olha, voltei aqui e fiz muitas alterações. Conservei a mesma posição de destaque, de início da oração, do sintagma nominal Playboy, liguei o verbo unmask ao sentido de centerfold, o que resultou em exibi-la sem roupa, e traduzi forthcoming por a edição de março, pois sendo algo prestes a aparecer, só poderia ser ainda em março de acordo com a data do texto de partida e por ser a Playboy uma revista mensal."
[*You see, I returned to this part and made many changes. I kept the same prominent position, front position of the noun phrase Playboy, linked the verb unmask to the meaning of centerfold, which ended up as display her naked, and translated forthcoming as the March issue, because since it was something soon to take place, this could only be in March according to the date of the source text and the fact that Playboy is a monthly magazine.*]

This seems to suggest that most subjects aimed at an integration of linguistically encoded structures with pragmatically constrained structures that are culturally embedded. Furthermore, it seems to suggest, once more, some awareness of the reading position the text engages in and of the effect their choices are bound to have on target readers.

Two other transcripts, this time with respect to two lexical items, i.e., the verb *unmask* and the noun *centerfold*, also show a pattern which is similar to the one observed above. In other words, we

observe the search for integration between linguistically encoded and pragmatically constrained meaning in a dynamic process of context construction. However, concern for linguistic decoding of terms seems to prevail since the cohesive link running through the text regarding the dominatrix construct ties the meaning of *unmask* to the mask usually wore by dominatrices and which the subjects know as a trademark of the character Tiazinha on the Brazilian TV. The subjects seem to link *unmask* to a dominant representation of the magazine *Playboy* as being a magazine exclusively for voyeuristically watching fully naked women and thus forget about the mask Tiazinha wears to cover her face, bringing about a displacement from *unmask* to undress, strip off:

> "unmask – tirar a máscara, desmascarar (cuidado com o sentido conotativo. Vai pôr a claro os erros, tirar-lhe a máscara, a revista mostrá-la sem máscara, ou seja, absolutamente sem nada, peladíssima."
> [*unmask – take off a mask, uncover (mind the connotations). It is going to uncover the mistakes, remove the mask, the magazine will show her without a mask, that is, totally naked, stark naked.*]

> "in a forthcoming revista. Futuro, incerto, artigo indefinido, Centerfold – to fold – dobrar por inferência, uma revista dobrada no centro. Pelo assunto, o meio da mídia, o lugar de destaque, para realçar a notícia. São as páginas centrais."
> [*in a forthcoming magazine. Future, uncertain, indefinite article, Centerfold – to fold – to bend, we can infer it is a magazine folded in two at its center. From the topic, the media, the outstanding position, in order to highlight the piece of news. These are the central pages.*]

A potential question could be to what extent *Playboy*'s voyeurism would please readers because it will show Tiazinha fully naked or

because it will picture her without her costume mask, a clear symbol of pleasure arousal in dominatrices.

The retrospective verbal reports hitherto analyzed can be read together with the concluding transcripts below, which refer to more general reflections on the nature and the traits of the students' translation processes and the segmentation of TUs. Their comments seem to reinforce the view that left to their own devices, without guided reflection, novice translators are prone to abrupt decisions taken either deductively or inductively. They also indicate that the subjects see themselves as "architects", as "context builders", and, as such, become more confident to handle the complexities of the translation task. This can be clearly observed in their retrospective statements when asked to comment on their translations and related performances:

"Para mim, a maioria das UTs foi da ordem de unidades lexicais e/ou de sintagmas nominais."
[*For me, most TUs were lexical items and/or noun phrases.*]

"Faz os alunos tomarem consciência da complexidade dos problemas que a tarefa de traduzir."
[*It makes students become aware of the complexity of problems inherent to the task of translating.*]

"É fundamental tentar colocar em prática as nossas reflexões."
[*It's fundamental to put our thoughts into practice.*]

"Pois bem, quando segui os meus passos na tradução, senti que o trabalho do tradutor se parece com o do arquiteto pelo fato das obras de ambos parecerem sempre inacabadas…"
[*Well, when I followed my steps in the course of [my] translation, I realized that the translator's work resembles that of an architect for the fact that their work always seems to be incomplete.*]

"O texto tem diversas Unidades de Tradução que podem ser
identificadas em um texto tão pequeno."
[*The text contains several units of translation that can be
identified in a text so small.*]

"Considere o contexto."
[*Consider the context.*]

We would like to refer the reader to this last transcript. Taking
the context into consideration seems to be something that novice
translators learn to do only gradually and consciously, blending in
this process strategies which, depending on macro and micro textual
characteristics of the genre and discourse they are dealing with,
allow them to supplement their inner resources, to use adequate
external resources, and, therefore, to increase their capacity for
inferences and resolution of problems.

4. Discussion

An analysis of the subjects' retrospective verbal reports may
help us to build an interpretation and possibly find an explanation of
lexical choices in target texts in their role as constitutive of
sociocultural contexts. An examination of translators' choices from
the perspective of discourse construction and ideological implications
reveals interesting inferences and assumptions used by the
translators when they weave their texts.

In the case of the data under examination, we can focus on three
of the TUs in the ST (*a shapely dominatrix, [to make] a splash
parading [...], and Brazilian Playboy will unmask her in a forthcoming
centerfold*) and the cohesive chain they form in order to create a
representation of the character Tiazinha. As already pointed out,
the ST for this project was an article in the American magazine

Newsweek on a Brazilian topic: Tiazinha. This character, in turn, is a mixed elaboration of a dominatrix, a cultural concept not yet popular among Brazilian TV viewers and thus prone to different interpretations on the part of the audience. One could perhaps argue Tiazinha is actually a rewriting of the concept of dominatrix into the Brazilian culture. The instability of the notion seems to be represented in the choices made by the subjects in our *corpus.* For the purposes of illustration, we can point out that in one version, the choices of [*a curvilinear sadomasochist*]*,* [*paraded through the streets rousing frenzied crowds*], and [*Playboy will feature her naked*] show that the subject is aware of the concept of dominatrix, which is associated in his/her version to sadomasochism, though the choice of [*feature her naked*] seems to be a rendition pertaining to an order of relations which, unlike *unmask,* reveals the fully naked body as an object of sexual desire. Alternatively, choices made by another subject are not linked to the idea of sadomasochism and rely on conventional metaphors of animals as representations of human beings as sex objects. In the case of *unmask*, this subject opts for "desmascarar" (uncover), perhaps alluding to the fact that Tiazinha´s mask will be removed so that viewers might finally see her real identity. Here, "desmascarar" (uncover) can be related to two meaning aspects of this item in Brazilian Portuguese: the least likely *removing a costume mask* and *revealing someone's bad, hidden traits*, a pejorative meaning most often associated to that verb in Portuguese. One of the students even mentions this second connotative meaning of the word, thus revealing more of a critical awareness than the above-mentioned subject who was certainly not aware of the implications of his/her choice when he/she decided for a more literal rendering.

Our study shows that the correlation of data in the subjects' retrospective verbal reports and the target texts they produced offers an integrated view of process and product that can be used for the purposes of exploring novice translators' paths of decision making and of promoting translators' self assessment of their own

performance. In this sense, an interesting topic for research is the observation of motivations underlying choices that convey particular ideological configurations in order to investigate to what extent interventions can be made so as to lead subjects to be aware of discourse variables that are bound to be at stake when they rewrite texts in a new language and culture.

The problem of defining which parameters to use in the education of translators is central to the teaching of translation and is widely discussed among translation professionals, researchers and teachers alike. With respect to autonomy and awareness in translation, there appears to be positions which vary from a view that, in an initial phase, translators should explore their subliminal, unconscious processes (Robinson, 1997), to strong positions arguing that awareness raising of the different components in translated texts production plays a crucial role in the acquisition of translation competence from its very early stages (Alves, Magalhães & Pagano, 2000).

As a result of observations derived from the case study, we would like to highlight the impact of different strategic choices made by the four subjects in their respective target texts. Based on them, it seems likely to argue that 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. Therefore, we advocate a process-oriented approach to translators' education that fosters the development of discourse strategies and critical reading skills. We assume that this approach has to be embedded in a view of cognition as embodied action (Maturana & Varela 1988), and, as such, requires that novice translators be made aware of their own cognitive traits. In this sense, empirical approaches to translation processing (Alves, 1995; Gerloff, 1987; Krings, 1987; Tirkkonen-Condit & Jääskeläinen, 2000) could be introduced in translators' education

programs so that students can make use of retrospection to reflect upon their decision making processes and, as a result, become more aware of how they translate and of the target texts they produce.

The emphasis on a process-oriented approach to translators' education, we would like to argue, may lead to the following contentions as far as autonomy and awareness are concerned:

> • "Knowledge of the different cognitive stages of the translation process leads to a higher level of awareness in the management of translation tasks;
>
> • The higher the level of awareness of the translator, the greater the chances of a successful use of translation techniques and strategies;
>
> • The higher the conscious monitoring of the translation process, the greater the translator's certainty to arrive at translation decisions;
>
> • The more conscious the translator, the more potentially successful the target text."
>
> (Alves, Magalhães & Pagano, 2000:128)

Thus, based on the data from the previously analyzed case study, we propose a joint discussion of theoretical issues within Translation Studies with the practice of translation by means of a process-relevant didactic-oriented approach which fosters the development of autonomy in translation and, in turn, raises the level of awareness of prospective translators as far as different linguistic, cognitive, and discourse-oriented factors involved in the act of translation are concerned.

Working within a process-product approach to translation, the use of retrospective protocols in the translation didactics allows instructors and learners to probe into beliefs about translation and translators and, especially, to their applicability and/or validity in the light of recent theories within Translation Studies. It seems relevant to raise questions about the implication of previous beliefs in the development of autonomy in translation. Protocols offer data in order to discuss the positive and negative impact of acquired beliefs as to what the task of a translator should be or how much he/she can intervene during text production and promote the introduction of an approach to beliefs as dynamic configurations of ideas built upon and applied to specific instances of problem-solving

Retrospective verbal reports, as we have shown through our case study, are a valid methodological tool for discussing text analysis strategies in the education of translators from two different perspectives. The idea is, on the one hand, to lead translators to observe how they process discourse and which elements they draw on as they co-construct their translations. On the other hand, concurrently with protocol self analysis, novice translators can be introduced to theoretical notions in order to learn how to deal with the macro-textual categories of genre, text and discourse, building on the notion of multimodality of texts, so as to include, whenever applicable, analysis of semiotic signs other than verbal language (Kress and Leeuwen, 2001), and relate their importance to the role played by language awareness in the practice of translation. Drawing on the categories of genre and text as elaborated by translation theorists such as Hatim & Mason (1992; 1997), and on the model they proposed both for descriptive analysis of translations and for the education of translators, novice translators can be led to develop an awareness of ideological constructs woven in texts and the displacements of meaning inherent to rewriting those texts in a foreign language and culture. The notion of discourse, as elaborated from Foucault by Fairclough (1992), and the notion of language as social practice (Fairclough, 1992), could also be introduced as

relevant for critical awareness raising in translation as a special reading and rewriting task. Likewise, through the analysis of their retrospective verbal reports, novice translators can reflect on their processing of micro-textual categories with a focus on lexical and grammatical problems.

Additionally, retrospective verbal protocols such as the ones analyzed in our case study also provide evidence of subjects' strategies for dealing with cognitive overload when they have to solve problems of translation. Although the subjects in the four examples of our selected sample processed segmentation of the ST similarly, the TUs changed in scope and form as the translations progressed. Considering our definition of TUs, issues related to memory and inferential mechanisms, and their implications for the establishment and processing of TUs gain impetus within a process-oriented didactic approach to translators' education. Again, if there are points of convergence among different subjects' cognitive processing during translation tasks, even though the ways to solve the problems encountered might be different, leading novice translators to observe their inferential processes and their implications for a construction of the original text in the target culture is a productive way of dealing with awareness in translators' education.

TUs segmentation is intricately connected to discourse processing of originals and awareness of discursive constructs that are implicated in transferring a text to another language and culture. In our case study, subjects had to transfer a text into another language though the text dealt with familiar issues in the target context. Despite this, the displacement of meanings though the linguistic code entailed a displacement of signifiers according to the discursive connections the translators established in their rendition of a target culture news item into the same target culture. With the sole exception of one participant, the study showed little awareness on the part of the subjects that they are dealing with different representations of the character Tiazinha, one built by a foreign magazine (the dominatrix)

and one constructed by the translators through their own experience of the cultural fact in their own culture (Tiazinha as a "naughty", sexually appealing woman).

In this respect, Van Dijk's (1992) view on the interrelations between cognition, discourse and interaction is taken to ground our approach. According to Van Dijk, actions are performed in dynamic contexts, which change in accordance with the causal principles, conventions and other constraints acting upon sequences of events. Through their interaction with the text, individuals gradually construct the relevant traits of a given context and the respective changes geared to subsequent contextual states. Thus, individuals will not only be aware of the global characteristics of the social context, of the frame and its components, but they will also be conscious of the actions which are, in fact, performed in these contexts and frames.

The complex intertwining of cognitive and discourse issues at stake in translated text production leads us to draw on Edwards (1997) and make a compelling case that language is best understood as a kind of activity, as discourse. Edwards suggest that one should "elaborate a conception of discourse as an activity, which does not rely on the idea of message transmission between minds" (Edwards, 1997:17). In this respect, exploring discourse construction and discursive formations through process-oriented data seems to reconcile two perspectives traditionally worked out separately.

Drawing on Edwards and advocating the use of empirical methods in translators' education, we suggest that by raising the level of awareness among novice translators, they could eventually become familiar with the cognitive and discourse-oriented characteristics of the translation task and end up processing language, and texts to that extent, in a way that may lead them to more successful translations.

Finally, based on the considerations raised above, we would like to expand the concept of translation competence as presented in Alves, Magalhães & Pagano (2000:13), which states that

competence(s) in translation include(s) "all the knowledge, abilities and strategies a successful translator masters and that lead to an appropriate performance of translation tasks". We contend that translation competence is 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. In other words, we argue for a more contextually grounded approach to translation and translator's competence building both on cognitive and discourse-oriented perspectives to arrive at a complementary approach to translators' education.

Within this framework, the translation process is viewed as geared to the configuration and implementation of emergent processes which result from the translator's personal interaction with the task of translation, corroborating Van Dijk's (1992) and Edwards' (1997) views on the interrelations between language, cognition and discourse.

5. Conclusion

The case study presented here shows that empirical methods to approach translation can be introduced in translators' education with a view to leading novice translators to observe their cognitive and discourse processing of a text. This strongly supports the proposal of use of retrospective verbal reports and instruction based on them in order to foster critical reading practice and promote awareness on the part of the translators of the paths they tread when they co-construct a text in a new language and culture.

This study allows us to suggest possible answers to the three questions raised in the introduction to this paper. Our view clearly favors meta-cognitive (conscious) processes and advocates integration between practical and theoretical issues in the education of translators. This integrated process incorporates the concurrent

cognitive, pragmatic and discourse-oriented characteristics of the translator's task, ultimately envisaging raising the levels of autonomy and awareness of prospective translators. In closing, we believe that by raising the levels of awareness of novice translators about the dynamic interrelationship between language, cognition and discourse, they may learn to manage the different demands imposed by the translation task and make decisions that involve textual intervention when they share one of our subject's feeling that "it is a matter of limited time to say something and believing that the text is ready."

Nota

1. Transcripts reproduced in this paper stem from retrospective verbal protocols gathered according to the methodology described in 2.2. Transcripts are reproduced first as they were rendered by the subjects and are followed by a gloss in English in italics.

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