

Session Plan: Summative task on textual dimension

Learning outcomes

Textual: 1,2,3 (comparative analysis of certain types of texts both content-wise as well as linguistically; recognition of non-equivalence and translation strategies to address it)

Stage: III

Preparation needed

Printouts of the recipe. Cookbooks in target language.

Groups

Pairs/individual.

Time (total suggested time)

1.5 hours (+translation)

Background for lecturer (bibliography, anticipated difficulties)

(Useful but not necessary for carrying out this session: Christiane Nord 2005 (1988). Text Analysis in Translation. Theory, Methodology, and Didactic Application of a Model for Translation-Oriented Text Analysis. Rodopi B.V.: Amsterdam. Examples of text analysis, pp. 223-256)

Activities

1. Lead-in: 5 minutes

Short, teacher-led group discussion about students' cooking habits and knowledge, leading to their ideas of cooking recipes in their mother tongue.

2. Analysing cookbooks in students' mother tongue, (30+10 minutes)

Each pair is given one cookbook and is asked to have a look at a dozen recipes of meat dishes (similar to the source text recipe given to the students at a later stage). They are advised to pay attention to the layout, order of ingredients needed and actual cooking instructions. In addition, students are asked to determine the linguistic features that are – or seem to be – typical of a recipe text. (see student worksheet, task 1). Whole class discussion on findings (10 minutes): did the students come up with similar findings (since they were working on different cookbooks)? What can be said about recipe conventions in the students' own culture based on the findings? How strict are they? If there were differences, what could be the reason for them (e.g. cookbook targeted at different kind of readership within the same culture)?

3. Analysing the source-language recipe (20+10 minutes)

Next, students read the source-language recipe. They are advised, in pairs or small groups, to pay attention to the textual organization as well as linguistic features of the text and compare them to the recipe conventions in their own language. Secondly, they are advised to pinpoint culture-specific items and references in the text (student worksheet, task 2). Group discussion on findings (10 minutes)

4. Whole class discussion on translation strategies (15 minutes)

Teacher defines the translation brief (e.g. "the text is to be translated as a part of a cookbook in students' mother tongue introducing food from various parts of Europe") and the overall style of the book (e.g. imitating the chatty, relaxed style of the original). Teacher-led whole class discussion on translation strategies, especially with regard to the following questions (student worksheet, task 3):

With a translation brief such as this, how would you go about...

- a. when transferring the elements related to the British culture (pinpointed in task 2b in student worksheet) into your mother tongue?
- b. in resolving possible conflict points between target language recipe conventions and the instruction to "follow the style of the original"? (To what extent is the 'style' of recipes conventionalized in your language?)
- c. the differences pinpointed in task 2a in the student worksheet?

Adaptations for an integrated approach

This exercise can easily be integrated in a practical course of translation; after exercises 1-4, students are asked to translate the recipe as homework.

3. TEACHER-LED DISCUSSION: Now, the publisher asks you to translate the text as a part of a cookbook in your mother tongue introducing food from various parts of Europe. The overall style of the translated book is chatty and relaxed, following the style of the original. With a translation brief such as this, how would you go about ...
 - a. when transferring the elements pinpointed in task 2b into your mother tongue?
 - b. in resolving possible conflict points between target language recipe conventions and the instruction to “follow the style of the original”? (To what extent is the ‘style’ of recipes conventionalized in your language?)
 - c. the differences pinpointed in task 2a?