

TRANSLATIONAL THEORY AND PRACTICE AT THE SERVICE OF THE 2030 AGENDA FOR THE SUSTAINABLE DEVELOPMENT

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INTRODUCTION

There is widespread concern about satisfying the needs of future generations, even though basic conditions for survival are still not guaranteed for the entirety of the human population. According to the United Nations there are approximately two billion people living precariously without food, health, sanitation, and education – consequently, without quality of life and possibilities for human development. Failure to meet these needs generates other problems such as environmental imbalance and social injustice, while also distancing communities from the goal of local and global development. To eradicate these worldwide issues, it is necessary to work on them in an orderly manner, with established goals and objectives.

Not surprisingly, education is highlighted as an objective on both the Millennium Development Goals (MDG) and the Sustainable Development Goals (SDG) agendas. The role of education within communities, nations and the world is crucial. Unfortunately, similar to many of the other goals, quality education is still not available to all citizens of all countries. From the local to the global scales, education should provide citizens with access, understanding and use of the possibilities granted to them by the knowledge they acquire, in a critical, ethical, and fraternal way. In this sense, it is clear that educational institutions have (or may come to have) great openness with the student community in order to trigger concrete actions aimed at achieving what is proposed by the SDGs and, especially, SDG number 4.

MATERIALS AND METHODS

After learning specific concepts of Translation Studies and reading texts relevant to the field (BERMAN, 2002; HEILBRON; SAPIRO, 2009; LAMBERT, 2011), students will also learn about procedures related to scientific research methodology, in order to prepare for publishing or presenting research at academic events. As the meetings and studies progress, the students will participate in the translation of documents within the scope of the United Nations' voluntary action, under the Sustainable Development Goals agenda. This will be an opportunity to put into practice precepts discovered during their research.



RESULTS AND DISCUSSION

The undergraduate research project “Translational theory and practice at the service of the 2030 Agenda for the Sustainable Development” began on September 1st, 2021 and will last for one year. In less than three months of activities, the five students involved have already had the opportunity to read and discuss essays and articles related to Translation Studies. In addition, we investigated the importance of scientific research and different types of scientific thinking for the formation of societies. Students will present their first impressions at an academic event promoted by a state university at the end of November 2021, seeking productive dialogues for their research. For 2022, we aim to achieve results that reflect our research and reading efforts in reality.

Why is translation, which was once conceived simply as a set of technical procedures between two languages, now being increasingly widely understood and investigated as one of the core activities of human culture? What is special about this dynamic principle of displacement, exchange and creative renewal that also links translation to the exercise of political power and possession of linguistic and literary capital, as well as conflicts and disputes in these domains? Why do some still judge translation practice as a necessary evil, while others believe it to be a testament to the rich diversity of human expression? Considering that translation is, in fact, almost ubiquitous, we must ask, on the one hand: can anything escape translation? And, on the other hand, we must still ask: is everything translatable, ultimately?

The field of Translation Studies has grown tremendously in the last two decades and all these questions have driven research that see translation as an increasingly comprehensive and multifaceted phenomenon. During the development of this project's activities, students will be exposed to these questions and, in order to answer them, will be encouraged to seek theoretical basis in publications by important authors in the field of Translation, such as Gisèle Sapiro, Johan Hielbron, Antoine Berman, and José Lambert. Translation is also an extremely useful work tool in corporate environments. In this sense, one of the goals of this undergraduate research project is to enable the discovery of a new work alternative for students: the translation activity, which is present not only in business, but also in literary and technical environments, among others. Hence, from 2022 onwards, in addition to offering practical training by exposing students to the translation exercise and increasing their prior knowledge, this project also aims to present a market niche that often goes unnoticed by students who already have mastery of the English language, but who never considered the possibility of using this skill in other ways.

CONCLUSION

The arrival of the new millennium brought new demands and possibilities inherent to the current globalization movement, and puts positive pressure on ensuring that intercultural dialogue is guaranteed to citizens of all classes. We live in times when spatial distance and temporal distance are shrinking and borders are disappearing; times governed by the impressive development of communication technologies. Therefore, mastering foreign languages is crucial, and appropriating a language with global reach such as English, for example (SCHÜTZ, 2018), can take our students to ever higher levels. This is without, however, neglecting the high importance of voluntary action (CALDANA; FIGUEIREDO, 2008; AURÉLIO, 2015). We must be aware and seek to teach our learners to use knowledge of foreign languages for other purposes, such as promoting world solidarity and citizenship, based on emancipatory and transformative goals. Through this, we will be able to ensure

that language learning effectively contributes to the student's confidence to enter and be integrated in different contexts so that, among other things, they may actively participate in the cross-cultural relationships and flows that permeate the post-modern world. Certainly, the English language teaching/learning process conducted under this perspective enables the awakening and expansion of countless and different ways of seeing the world. Both we and the apprentices have the opportunity to reflect on our own culture(s), our way(s) of being and our actions, evaluating, rethinking, and rebuilding our ways of acting, thinking and feeling through productive dialogues and comparisons with different worldviews.

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