TEACHING TRANSLATION THROUGH GENDER TOPICS: ADAPTING THE INSTRUCTIONAL DESIGN OF AN INTRODUCTORY TRANSLATION COURSE

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Abstract

This article presents a teaching-learning experience derived from the introductory course of English into Spanish translation from the undergraduate translation program at the Universidad Peruana de Ciencias Aplicadas. It will describe the way this course started including gender topics in its instructional design considering the learning outcomes of the program and adapting the learning activities and the texts used in class. The main strategies used for planning and executing the course will also be presented. The article starts by introducing Peru's political context in 2016, when the initiative of including gender topics in the introductory translation course first arose. A brief description of the course then follows in order to present (1) the translation competency, the learning outcomes of the course and how these could be linked to formative research and gender topics; (2) the source text selection and the criteria for designing learning activities. The article concludes with a discussion about the effectivity of the course redesign including gender topics and the instructors and students' perception resulting from this experience.

Resumen

En el presente artículo damos cuenta de una experiencia de enseñanza-aprendizaje en el taller inicial de Traducción Directa 1 Inglés del programa de pregrado en traducción de la Universidad Peruana de Ciencias Aplicadas. Nos enfocamos en la manera

en que el taller integró temáticas de género en su diseño instruccional mediante la revisión de las competencias que el taller pretende desarrollar, así como la adaptación de los textos y las actividades de traducción regulares. Presentaremos las principales estrategias que se desarrollaron en el planeamiento y la ejecución del taller. El artículo expone inicialmente el contexto político del Perú en 2016, cuando surgió la iniciativa de amoldar el taller mediante temas de género y del que deriva el objetivo principal del estudio. Las secciones de análisis parten de la descripción del taller en cuestión para abordar (1) las competencias de traducción, los logros de aprendizaje y su vínculo potencial con la investigación formativa en la que se integra el tema de género; (2) la selección de textos fuente y los criterios para el diseño de actividades de aprendizaje. Finalmente presentamos un balance sobre la efectividad del rediseño del taller mediante la inclusión de temas de género y las percepciones docentes y discentes que resultaron de la experiencia.

Keywords: Gender approach. Formative research. Translator training. Competence-based learning.

Palabras clave: Enfoque de género. Investigación formativa. Formación de traductores. Aprendizaje basado en competencias.

1. Introduction

The years 2016 and 2017 were moments of governmental transition in Peru, starting with the presidential elections that usually involve political agitation, affecting citizens. Gender was, in those elections, an issue that entered the public debate and became even more popular through the media. It derived from a prolonged questioning on the part of religious movements and was taken up by conservative political bases. The Ministry of Education of Peru (MINEDU) was the field in which a clearly ideological confrontation took place between these political and religious bases and the public officials that defended a new national education study plan with a crosssectional gender equality approach, which would finally be approved in August 2016.

This study plan, besides stating the competencies to be developed throughout primary and secondary education, sets out the principles and conceptual modules upon which the development of said competencies is proposed. This way, gender equality is addressed based on the fact that individuals have the same potential to develop fully, so that the aspirations of women and men must be valued equally without their gender identity leading to differences in their obligations, rights, and opportunities (MINEDU 2017: 21). In the second part of it, the gender approach is defined from the conception of gender as part of the individual's social development:

> Si bien aquello que consideramos "femenino" o "masculino" se basa en una diferencia biológica-sexual, estas son nociones que vamos construyendo día a día, en nuestras interacciones. Desde que nacemos, y a lo largo de nuestras vidas, la sociedad nos comunica constantemente qué actitudes y roles se esperan de nosotros como hombres y como mujeres. Algunos de estos roles asignados, sin embargo, se traducen en desigualdades que afectan los derechos de las personas como, por ejemplo, cuando el cuidado doméstico asociado principalmente a las mujeres se transforma en una razón para que una estudiante deje la escuela. (MINEDU 2017: 21)

This approach from MINEDU, with a clear constructivist notion of gender, aims at providing equal educational opportunities for girls; however, the different actors of civil society in favor of the proposal also interpreted the approach as

an initial step towards the eradication of violence against women, homophobia, and other discriminatory actions and attitudes against diverse gender identities and sexual minorities. On the other hand, the opposing groups labeled the approach as a harmful 'gender ideology' because of the psychological impact such messages could have on children and their families.

The debate on gender equality in the national curriculum transcended public policy discussions and entered private spheres. The crossroads of whether having an apolitical position–which in itself already implies assuming responsibility for the results of the final elections, despite cynicism—or navigating through political discourses transcends the university classroom. In the case of the translation classes we taught, the topic was relevant as virtually all students of the program were women (by 2016, 95% of all 450 students were women). It was a student population that had had the opportunity to access a private university education—and very probably also a private basic education—and it was precisely the notion of equal opportunities, in principle, for girls and adolescents in Peru that was being debated.

At this juncture, we tried to include a text that dealt with violence against women in an initial translation workshop during the second semester of 2016. It was gratifying to discover that the students showed an interest beyond the circumstances. This led to the initiative or main question of integrating gender issues throughout the workshop. A similar teaching-learning experience can be found in Susam-Sarajeva's (2014) article on a specific course on gender and translation at the universities of Helsinki and Jyväskylä (Finland). Although the experience derives from a theoretical content-based course (the author describes the topics of the twelve *lectures* that made up the course), it proposes a series of positive aspects that are applied according to the perception of the student body (criteria for solving ethical problems; empowerment and awareness of the status of translation and female translators; analysis of paratextual elements, among others) (Susam-Sarajeva 2014: 165-166). However, the main objective of this course was the development of critical-thinking skills which, in effect, were reported as achieved in relation to the student body's position on the linguistic construction of gender and gender roles in the Finnish society (Susam-Sarajeva 2014: 166).

Although the initiative to redesign our introductory translation workshop arises within a specific context, the potential of what has been learned in this experience is related to the social purpose of gender training and translatology as a discipline. Gender pedagogies, whether framed within university programs, public policies, or projects of civil associations, have an emancipatory purpose

as they provide information that impacts their decision-making, understanding of their social context, or the development of their agency. In the case of translatology, linking gender and translation in the classroom allows us to confront the academic and literary bias resulting from the theory derived from both categories (Susam-Sarajeva 2014: 169). Addressing these issues in an applied manner in an undergraduate program course allows for the democratization of this knowledge and, as part of its implementation, the search for non-literary textual genres that would make possible the development of learning activities.

In both cases, the social and emancipatory purpose of gender training and its contribution to translatology are related to the critical approach adopted by research in social and human sciences at present; insofar as this perspective favors the active search for knowledge as a potentially political responsibility of the student. In fact, the critical theory that sustains this research approach prioritizes calling attention to the formation of consciousness, the cultural aspects and the everyday nature, to the extent that all this reflects and sustains the legitimacy of certain political and social interests (Popkewitz 1988: 33). In this sense, a proposal for gender training should come together with the development of research capacities–under the formative research modality—that provide the student with the means to evaluate their environment in a critical way and, at the same time, put their academic performance available for such end in order to generate a certain impact in the understanding of the social.

In what follows from the article, we intend to systematize our teaching experience on how to integrate gender issues in a cross-sectional manner in an introductory translation workshop considering its instructional design within the framework of a study plan based on competencies. Specifically, we intend to address (1) the extent to which there is a link between translation competencies and relevant research competencies for working on gender issues as part of this introductory translation course and (2) how gender issues can be included in the learning activities of this workshop.

2. General Information about the Introductory Translation Workshop

The introductory translation workshop, called Traducción Directa Inglés 1 (English-to-Spanish Translation 1, TDI1), is part of the Professional Translation and Interpreting Program of Universidad Peruana de Ciencias Aplicadas (UPC). It is an undergraduate program with a duration of five years and ten academic terms (semesters); the TDI1 workshop is located in the fifth semester of the program. The program integrates eight specific competencies which constitute the graduate's profile. The competencies include native language, foreign

languages, interculturality, translation, interpretation, technology, interpersonal skills, and research. The translation competency is developed through translation workshops which, throughout the entire study plan, amount to 40 mandatory academic credits out of a total of 185.

The TDI1 workshop focuses on the development of strategies for the comprehension of source texts and the re-expression of target texts framed within the translation process. The workshop aims at developing the relevant internal resources for solving translation problems based on prior knowledge of English as a foreign language and Spanish as their native language. For this purpose, we use categories of textual analysis, cases of contrastive grammar and stylistics, and resolution of problems related to the communicative and pragmatic dimension of the texts. The workshop emphasizes the quality of the translated product, i.e., the target text, insofar as the classes focus on the student having autonomy in the search for sources of information related to the Spanish language rules based on the comments and critique of their versions presented in front of the class.

The TDI1 workshop takes place over 16 weeks and has 56 teaching hours programmed during the academic term, with 4 hours per week. Work outside the classroom is equivalent to 4 hours and this work may include translation, translation review, pre-translational analysis, preparation of oral presentations, documentation, among other activities. The workshop has 5 learning units and five summative evaluations, while the formative evaluation is cross-sectional. The final exam is eliminatory (equivalent to 40% of the final mark). The workshop, under this design integrating gender issues, was held in semesters 2017-1 and 2017-2. In the 2017-1 semester, the workshop had 16 students; 13 females and 3 males. In the 2017-2 semester, there were 25 students (divided into two separate classrooms); 24 females and 1 male.

3. Integration of Research and Translation Competencies through Gender Issues

Proposing the revision of a course implies considering the impact that the changes will have on the study plan. In the case of the TDI1 workshop, the inclusion of gender issues raised questions about the relevance of introducing a topic that could be considered specialized at a time when students are still developing initial translation skills. Therefore, it was necessary to consider how gender could be integrated without having a major impact on the workshop design. We started from the notion that the thematic area we decided to work on would not have a great impact on the workshop due to its competency-based

design, since the selection of textual material could be adapted to the learning activities (as mentioned in the following section).

The concept of competency, abundantly approached in terms of translation competency, can be understood as the "particular skills, dispositions, behaviors, abilities, and knowledge" of a scientific, intellectual, social, psychological, labor, professional, or technical type, around which education is organized and which seeks to "define the knowledge, know-how, and duty of teaching and learning" (Cerda 2007: 69-70, our translation). According to each disciplinary field, there are diverse models of competencies, operationalized by means of indicators that allow the evaluation of knowledge, capacities, and attitudes that every trainee should have, according to their academic and professional level. In the following table we show two dimensions of the competency developed by translation workshops, as well as the skills developed by the TDI1 workshop.

The definition of competency is also applicable to formative research, understood as the investigative exercise that contributes to one's own learning on how to investigate and how to generate knowledge (Restrepo 2006).[1] Unlike research in the strict sense, characterized by the production of new theoretical knowledge for the development of a discipline, formative research constitutes a means to form social subjects who contribute to the generation of knowledge and its respective applications from the fields of their professional activity, a mission that undoubtedly fits with the function that students will assume throughout their study years and the function implicitly assigned to translation as a social product.[2] Integrating gender as a topic, in this case, would be understood as a cross-sectional tool or mechanism to address the treatment of the specific translation competency, as well as triggering new motivations in

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1. The conceptual definition of formative research is still unclear both for professionals in teaching positions and for those in managerial positions in the university field. At present, based on the geographical region, this concept can be applied indistinctly as an individual category or as a synonym for other practices in the area of research with a longer trajectory. In the case of Latin America, however, formative research gained a more established definition approximately in the 1990s based on the needs of the university system.
2. This way of understanding research learning is closely related to Kiraly's social-constructivist stance within the framework of research pedagogy (Kiraly 2014: 19). Placing ourselves in a competency-based educational model, we are referring specifically, in line with Hernández (2003: 187), to the principle of active and constructive relationship with the knowledge that should govern the pedagogical contexts by implication of faculty and students as cognoscent subjects.

DIMENSIONS	INDICATORS	ABILITIES
TRANSLATION SKILL	Functionality (adaptation to the translation task and adaptation to the field)	Translates in accordance with the translation brief, making the necessary changes in terms of function and text genre. Includes solutions to translation problems in a relevant manner, according to the characteristics of the text.
	Language in direct translation	Produces a target text according to the conventions and the genius of language, putting special attention on avoiding lexical interference (correct use of colocations, proverbs, regionalisms).
	Re-expression of meaning (explicit and implicit contents)	Transfers the pragmatic (implicatures, strength of text, strength of words, tone, tenor) and semiotic (cultural references, assumptions, intertextuality) characteristics of the source text.
	Morphosyntax in direct translation	Translates using correct morphosyntactic criteria in the target language, avoiding interference from the source language in much of the target text.
	Spelling and orthotypography in direct translation	Applies punctuation marks in the target language correctly (Ortography Manual of the Spanish Royal Academy of Language - ORAE) without making mistakes or incurring in orthographic or orthotypographic calque. Applies orthotypographic resources in the target text with editorial, stylistic, and practical criteria.
PRODUCTIVITY	Productivity in English-to-Spanish translation	Translates (TEP) a 120-150-word source text in one hour.

Table 1. Indicators and descriptors of the translation skill and productivity dimensions

students, awakening knowledge and promoting research as an emancipatory medium, along the same lines as the Susam-Sarajeva (2014) experience.

At this point, the question arises as to the level of correspondence between the translation competency and the research competency: are these models divergent, parallel, or are they, on the other hand, interconnected to some extent? Considering the intrinsic relationship between education and research, and independently of the specificities proper to the field of specialization of translation, there are certain general core competencies that cut across all intellectual activity (Cerda 2007: 74). Moreover, according to Parra (2004: 73), formative research contributes to the acquisition of competencies, abilities, and attitudes that make possible the learning of theoretical, practical, and technical knowledge proper to the academic or professional practice, directly related to the curricular plan of the specific program, and in line with the development of basic mental processes (among others: observation, description, comparison) and complex mental processes (among others: interpretation, analysis, critical, propositional and relational thinking).

From these basic and complex mental processes, it is possible to delimit certain specific research capacities that cut across all areas of knowledge and that can be articulated with the capabilities of a translation workshop. Cerda (2007: 72) maintains a general proposition made up of some of these basic research capabilities, namely:

— Ability to ask questions and raise dilemmas to oneself
— Ability to identify and define problems
— Ability to search, select, and systematize information
— Ability to analyze, synthesize, and deduce or infer
— Ability to prepare and write reports on research results

These abilities can be consistently linked to fundamental translation abilities that are part of the instructional design of an initial translation workshop, such as:

— Identifying the characteristics of a textual genre in foreign languages and their implications for translation.
— Understanding concepts, the relationships among them, and the overall meaning of the source text.
— Using relevant information sources efficiently and effectively for the translation of non-specialized texts.

While translation abilities are mobilized mainly for the production of target texts, throughout the translation process trainee translators draw on basic

research abilities constantly. Thus, for example, it is possible that the research ability to prepare and write reports may seem somewhat distant from translation training; however, it should not be forgotten that this ability is also required since it is part of learning activities such as interlinguistic analysis, critical comments on translations, or simulations of technical opinions on translations.

Having established this direct link between translation abilities and research abilities, it is possible to position oneself in gender as an appropriate thematic field for the development of both as a whole. The treatment of gender issues, due to their multidimensionality, confronts students with diverse challenges, such as the problematization around everyday practices, the approximation to specific terminology, or the appropriation of more encompassing meanings for common-use terms, informed critical analysis, contextualized interpretation, among others. These factors, which undoubtedly arise throughout the translation process, require the application of research capabilities such as those previously mentioned. The connective function that gender issues promote between translation practice and research practice is thus evident.

For the above reasons, we consider that those gender issues that can be integrated into an introductory translation workshop do not interfere with the development of the translator competency at the level the curricular study plan establishes. Gender, as a category that contributes to critical thinking, to the emancipation of the subject, can be operationalized in terms of competencies through formative research skills. And these research skills, in turn, are already part of the basic abilities of an introductory translation workshop.

4. Selection of Materials and Design of Gender-Related Learning Activities

As mentioned in the introduction, working on gender issues as a common thread led to doubts about the effectiveness of the activities for the students to reach the outcome levels corresponding to the initial translation workshop. In this process of designing the activities and searching for materials, other questions also arose: How to deal with gender in a workshop that does not work with specialized texts? How to ensure the multi-textual character of the workshop? What would happen if the students stopped finding the subject motivating? We then looked at how learning activities were designed using texts on gender issues, how specialized concepts were worked on inductively, and how translation projects were set up for motivational purposes.

The concept of textual genre is a widely discussed category that seeks to create awareness in the curricular lines of native language, foreign languages, and translation. We understand textual genre as a linguistic configuration, typified, adopted, and adapted by human groups, professional communities, whole societies over time, which allows to attain goals and functions according to specific circumstances or environments (García Izquierdo and Monzó 2003; García López 2004). In many ways, the concept of textual genre is related to the concept of gender (as an anthropological and sociological category to address the relationship between subjects and the positions they occupy in the male-female continuum) because of its historical, situated, and social nature. The multi-textual character of the workshop mobilizes the ability to identify textual genres and assess their implications for translation, as well as the ability to identify and define potential problems in relation to the source text.

Although, due to our academic background, we considered that texts dealing with gender issues were usually academic essays in the field of sociology and anthropology, we found a wide variety of texts directly or indirectly related to the gender variable, available online and in printed documents. During our initial search we were able to compile the following texts: commercial letters written in inclusive language; pronouncements by political associations (feminists, LGBTQ, men against gender violence); news, reports, editorials on different gender issues; infographics on feminism, micromachism, gender violence; consultants' executive summaries; scientific articles of varying length; chapters of books introducing gender issues; videos and transcripts of videos of celebrities defending gender causes; cooking recipes for men in relation to the construction of the male body; banners, posters, slogans.

Despite this variety of resources, due to the length of the units and for the purposes of the workshop sessions, some texts were privileged over others in light of their subject matter, length, and ease of use in the learning activities. Between 4 and 5 texts were used in each learning unit, some of them as motivational material and collection of prior knowledge or classroom discussion, while others were used for specific translation activities, such as graded assignments (summative assessment). The following table describes the characteristics of the texts used for the assessments according to the learning outcome per unit.

UNIT	OUTCOME	CHARACTERISTICS OF THE TEXTS USED FOR ASSESSMENT
1. Comprehension of the communicative characteristics of the source text	Applies comprehension strategies to the source text in order to produce synthetic translations paying attention to the quality of these products.	Topic: Structural Poverty Genre: Report Textual type: Expositive Issuer: World Bank Length: 800 words
2. Comprehension of problems arising from the microstructure of the text	Analyzes the syntactic structures of the source text weighing the possibilities of reformulation of the target text paying attention to its idiomatic correctness.	Topic: Gender Equality in Education Genre: News Textual type: Expositive Issuer: UN Women Length: 500 words
3. Comprehension of the pragmatic characteristics of the source text	Produces target texts that are correct in meaning by identifying the implications of the source text and paying attention to the quality of the product.	Topic: Fatherhood and Kinship Genre: Academic Essay Textual type: Argumentative Source: Compilation book on masculinities Length: 7,000 words (two paragraphs were translated; about 400 words)
4. Strategies and resources for the re-expression of the source text	Integrates the use of lexicographic and stylistic resources to the knowledge of their own language to produce a target text that maintains the semantic nuances of the source text paying attention to the overall quality of the target text.	Topic: Gender Violence and Sex Work Genre: Executive Summary Textual type: Expositive Sender: UNAIDS Length: 1,200 words
5. Translation project	Develops a team-directed translation process integrating their skills and knowledge and demonstrating a proactive attitude and motivation toward the outcome.	Topic: Gender Inequality in the Workplace Genre: Market Research Report Textual Type: Expositive Issuer: Common Sense Consulting Company Length: 10,000 words (the translation was performed by all the students; approximately 500 words per student)

Table 2. Textual genres evaluated in each unit of the workshop

The texts translated had general instructions, such as "maintaining the same communicative functions and paying attention to the orthographic rules of RAE (2010)"; and also more specific scopes that served didactic objectives and at the same time replicated a real situation. Obtaining different translation projects related to actual professional practice and also contribute to the learning outcomes was critical for maintaining motivation in class and throughout the course. Consequently, what we understand as situated learning in translation training (González-Davies and Enríquez-Raído, 2016) allowed us to work on the translation competencies and research skills in a context close to the professional field. However, it was necessary to work on the activities in a very targeted manner to address the specialized concepts.

The vast majority of students in the TDI1 workshop did not yet have terminography training applied to translation, which is a course in the seventh semester of the study program. For this reason, the texts on gender issues had to be worked on with an initial inductive approach, with some concepts such as *woman*, *gender*, *femicide*, *maternity*, *paternity*, *masculinity*, among others. However, with the work of the first two units, familiarity with some concepts was made explicit in discussions precisely about gender-based violence. For example, in the first learning unit, it was necessary to promote the inferential capacity to establish the meaning of different terms based on previous knowledge. This allowed the students to develop initial operational definitions prior to the online resource consultation. Thus, they could maintain control of their process of understanding the source text. The more complex definitions as a result of the information search served for contexts in which the same terms reappeared.

The work with specialized concepts also had to follow a series of clear instructions so that these would not be a demotivating factor in the activities. To this end, some work cards were used inside and outside the classroom to avoid problems around the lack of understanding of certain terms. In the following table we summarize the instructions of the work developed during Unit 3 of the workshop from a text on the conformation of masculinity through fatherhood. This unit consists of 4 sessions; the first unit covers a review of concepts such as implications, assumptions, and philological translation (Nord 2009; 2012). The column corresponding to session 2 shows the guidelines related to the inference capacity (with concepts closer to the students, such as *implications*), and the way in which the information search was approached before carrying out the translation. Regarding the contextualization of the assignment (localized learning), three civil associations working on gender

issues in Peru are mentioned. The instructions for sessions 3 and 4 include guidelines for the production of the target text and the oral presentation of a report on the translation.

SESSION 2	SESSION 3	SESSION 4
Read the source text carefully. Read critically and identify unfamiliar concepts. Also, identify those ideas or concepts that cause you insecurity. In groups of 3 students, discuss the contents of the text. Identify the textual genre, the text type, the issuer/producer, the recipient. Identify assumptions and implications. Look for information about assumptions and implications, about concepts that you don't know. Use reliable sources that are relevant for the text. Select 2 paragraphs from the text to translate. The translated text will be exhibited in the organization Manuela Ramos, with the participation of "Casa de Panchita" and "El Club de Toby." Search for information on these associations. Translate, in groups, the two paragraphs for the next class.	Review the sheet on philological translation. Prepare a philological translation from the two paragraphs of the source text you have already translated. You can include footnotes to explain assumptions and concepts that need more information. You may include amplifications or additional data in the text itself, such as explanatory headings or content in brackets. You should include a section with bibliographic references. You should prepare a preface or introduction to the text considering the criteria used to prepare the philological translation.	Orally present the philological translation. You must support your translation and the decisions made.

Table 3. Instructions sheet for the assessment of Unit 3: Producing a philological translation

5. Considerations on the Effectiveness of the Workshop Adaptation and its Acceptance

We consider that the students maintained their motivation in relation to the texts chosen and the subject matter throughout the workshop in the two terms in which we worked this way. While we consider that the texts selected for the workshop addressed current issues that allowed to contribute to the specific translation competency, we felt that the workshop and the approach presented would not have been feasible without the attitude of the students. The motivation of these students could be due to the different positions they occupy in a society like Peru's, with gender gaps in political participation, a very high rate of violence against women, harassment in the streets and femicide (UN Women 2017; Ministry of Women and Vulnerable Populations of Peru 2018). Based on our perception, the students found in the texts an additional space to talk about topics that may concern them in their daily life in Peru or be of their interest in general.

Our teaching experience converges and diverges in relation to the abovementioned experience of Susam-Sarajeva (2014), the study on gender awareness of translators in training from Corrius, De Marco, & Espasa (2016), and the proposal for a course on feminist translation from Ergun and Castro (2017). The common factor would be the gender approach, which is based on understanding gender as a relational category with a sociological and anthropological basis, and which is also based on more than two decades of conceptual work and translatological research on the subject. This category influences the teaching objectives and learning outcomes in different ways. On the one hand, the work of Susam-Sarajeva (2014) and that of Ergun and Castro (2017) are based on theoretical courses whose main classroom work seems to be the debate and reflection based on case studies and theoretical texts. In our case, it was a workshop (a practical course) that had to comply with specific levels of learning outcomes so that the students could satisfactorily enrol on the subsequent workshop (English-to-Spanish Translation 2).

The study by Corrius, De Marco, & Espasa (2014: 5) is closer to ours in that sense because it is applied to the translation of advertising texts. However, in their proposal, we observe teaching objectives specific to the development of abilities to translate and others linked to critical thinking around gender issues. Our adaptation of the initial translation workshop did not include as alternative learning outcomes those of the translation competency. As stated earlier (section 3), we sought to integrate gender issues considering that the research abilities were relevant to the workshop and that these would not affect

the articulation of the curriculum. We cannot yet assert whether in our case we will be able to include gender components in the outcomes of the learning units, since this would imply establishing assessment criteria that value the abilities shown by students when dealing with texts on these topics.

The relationship between gender and feminism is another aspect in which our proposal diverges from that of Ergun and Castro (2017) and the work of Corrius, De Marco, & Espasa (2014). While we recognize that in translatology, as in the social sciences, gender studies emerged from the feminist critique, our proposal does not directly identify with feminism. We consider that gender is a category of analysis and study that, from its different dimensions, favors critical thinking and political action to varying degrees. The feminist pedagogies of translation clearly encompass these aspects and we understand that the lecturers who direct this type of initiative are ascribed to the movements. This was not the case for the female and the male teacher in charge of the design and implementation of this translation workshop. However, this did not imply a political emptying of the discussions and classroom work. In Peru, political correctness and politically correct discourse are not practices entrenched in the university classroom, so it is possible to talk about gender considering its academic or social implications.

Among certain particular cases, during the translation and review exercises, many opportunities arose to work on some uses of the language based on principles of gender identities. It was possible to address, for example, the plural use of 'women' and the reason why using the singular (woman and not women) could be understood as a way of standardizing women's experience or proposing the totalizing notion of a single woman. On another occasion, the students had to carefully evaluate the adjectives *masculino* and *femenino* and identifye them as (false) cognates of *male* and *female*[3]. Classroom texts

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3. In the 2017-1 semester, a student understood the concept of what is masculine directly related to that of man/male. In the translations, the segments that had the word *men* as premodifiers of another noun were translated as masculine (*men's behavior* for *masculine behavior*). The student explained that he considered gender to be an invention and that sex was a biological reality that encompassed the whole individual. Other ideological proposals were only conjectures of radical groups. Although we told him that we understood his point of view and respected it, the texts we worked on were in another register and, indeed, there was an ideological question on both sides. We resolved the situation and undertook to consider his translation option in the final exam in the event that a word linked to the masculine appeared. Although this example clearly reflects a case of divergence of positions between teachers and students (as Kiraly 2014; 2015), it is worth analyzing at the same time whether it reflects the deficiency in the development of certain research capacities on the part of the student (such as the capacity to problematize, to

also addressed references to identity intersectionality, hence it was important to differentiate between basic concepts such as *race* and *ethnicity* by revising discourses relevant to the texts they translated (usually from international bodies such as UNESCO and UN Women). In the case of the final translation project, it was only on the first pages of the report to be translated that the students were able to read that women could earn less in the language industry and have less chance of pursuing a career line in a given company due to maternity issues, in relation to the salary and professional development of their male counterparts.

With these examples we want to show how addressing gender issues in the classroom ends up contributing to building research capacities with a critical approach. Although we did not assume a feminist position, the learning activities resulted in discussions and dynamics that allowed students to access a different interpretation of everyday texts or concepts. In the line of Susam-Sarajeva (2014), we consider that the work in the classroom resulted in the students becoming aware of the uses of language and its nuance in the construction of gender representations, and on the construction of the masculine and feminine in the Peruvian social environment (Susam-Sarajeva 2014: 166). This awareness can also be understood as the beginning of a project to revise the individual history of the students who, although it is a subjective journey and which we were not able to access through the learning activities, we consider that emerges as part of the work of translating texts that challenge us.

In this way, our experience does get close to the emancipatory objective of the feminist proposal of Ergun and Castro (2017) and of Corrius, De Marco, & Espasa (2016). In the first case, we agree with the fact that working with contents that question the subject about their positions in society is a way of understanding the way in which society establishes margins between women, men, and other identities, and thus begin to value difference (Ergun & Castro 2017: 95). On the other hand, as noted above, we consider situational learning to be a pedagogical strategy that favors meaningful learning. Although in

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formulate questions and queries around a specific subject), for whose lack it is difficult to question previously acquired knowledge or to be receptive to new knowledge; or whether, on the contrary, such positioning with respect to the topic is making it impossible to acquire and develop the aforementioned abilities. Determining the marks of origin and consequence is impossible because it is a subjective question that must be resolved in an atmosphere of respect, but the example serves to question us, as instructors, about the treatment given to cases such as this in pedagogical terms, in which beliefs or attitudes towards a topic could potentially be, also, a sign of a major cognitive problem.

our case we initially considered situated translation as a motivating factor, the characteristics of the texts and the reflection activities in the classroom also allowed us to approach knowledge in a situated manner (Corrius, De Marco, & Espasa 2016: 3). Thusly, the common sense of the students had to face the scopes of the learning activities and then dialogue with the gender contents for the production of the target texts.

To conclude this section, we consider that the experience contributed to the relational work between the gender and translation categories which, even with more than two decades of theoretical and descriptive work, still needs proposals for applications in translation university training.

6. Conclusion

This article describes how we adapted an initial translation workshop to cross-sectionally include gender issues. We posit that our teaching experience contributes to the work of linking gender and translation through a proposal applied in the classroom. We confirmed that working with a variety of texts (genres and types) on gender issues is feasible as long as the learning activities are sufficiently guided. In this way, the work on gender and translation can move beyond the emphasis given to literary texts and advertising texts to tackle other texts critically through translation. Another relevant aspect of the project results from the conceptual work of the link between translation and research capabilities. As mentioned, the capacities mobilized in a translation workshop, despite being expressed with verbs that refer to basic capabilities such as understanding or identifying, integrate by themselves several research abilities. This suggests that the usual classifications of abilities through verbs (i.e., Bloom's taxonomy) are not as relevant to the training of translators where verbs such as *translate* or *interpret* are understood as basic abilities, which is not correct within the framework of translator training.

Although the initiative arose from a specific political context in Peru, the scope of the new workshop design allows us to think about maintaining it for future editions. We still need to develop proposals for learning outcomes that clearly include the gender factor and assess how these new outcomes can be articulated with the expected levels in the following workshops. We consider that the proposal constitutes, in every sense, an improvement in the design of the workshop and not a problem in terms of curricular articulation. As suggested, the generation of debates that combine the experiential dimension and are nourished by the motivations and interests of the students is an unavoidable gain from this experience.

Finally, we consider it pertinent to establish to what extent what has been discussed in the classroom, as well as the contents of the translated texts, lead to an own evocation on the part of the students, that is to say, to an appropriation of the topics discussed and translated. In a subsequent edition of the workshop, we plan to include a diagnostic test on the knowledge of gender issues and an exit test to determine whether, in effect, there is greater awareness and literacy of the concepts.

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