



## Documentational approach to didactics The multilingual project

*Translating Issues Report, concerning both the translator and the reviewer*

*Language: Portuguese*

*Translator: Cibelle Assis & Katiane Rocha*

*Reviewer: Sonia Iglori*

*Main source: French version*

*Date: 30.05.2020*

1. In a few lines, could you describe the main issues that emerged when translating the DAD entry into Portuguese? What were the issues emerging during your interactions with the reviewer?

### **Some doubts with the translation related to specific words/terms from Didactics of Mathematics present in Portuguese articles.**

*Teoremas-em-ato or Teoremas em ação for théorèmes-en-actes; Operatórios or Operacionais for Opérateurs. Our choice is teorema-em-ato and operatórios based on some articles focus on Didactic of Mathematics. Therefore, the translated references bellow diverged about this terms. The first reference considers *operatórios* and the second one, *operacionais*. In the second one, we have *teoremas em ação*.*

References:

Bellemain, F., & Trouche, L. (2016). Compreender o trabalho dos professores na concepção e utilização recursos no seu ensino, um questionamento didático e informático, *1 Simpósio Latinoamericano de Didática da Matemática*, 01 a 06 de novembro de 2016, Bonito - Mato Grosso do Sul - Brasil.

Gueudet, G., & Trouche, L. (2016). Do Trabalho documental dos professores: gênese, coletivos, comunidade. O caso da matemática. *Revista de Educação Matemática e Tecnológica Ibero-americana*, 6(3) [translation from French to Portuguese by Katiane Rocha]

### **Find a translation for the verb *re* - source**

*Recurso* (in Portuguese) is a word composed by the juxtaposition of the prefix «re» and the noun «curso», the first means repetition and the second a path already used, which is the meaning of the Latin *recursus*. (NEGRI, 2007, p.9). Therefore, *recursar* (verb in Portuguese) is unusual to give the same meaning of the verb *re-source* ( in english). For that, we used the verb *reabastecer* ou *realimentar* with the idea of source again.

References:

Bellemain, F., & Trouche, L. (2016). Compreender o trabalho dos professores na concepção e utilização recursos no seu ensino, um questionamento didático e informático, *1 Simpósio Latinoamericano de Didática da Matemática*, 01 a 06 de novembro de 2016, Bonito – Mato Grosso do Sul – Brasil.

**We did not translate the following words to Portuguese: Design e designers**

2. For the following words / expressions (table below),

- Did you easily find an equivalent word in your language? In this case, could you give, in Portuguese, a definition of this equivalent word? (Case A)

- If you hesitated between different translations (or disagreed between translator and reviewer), which were the possible choices (each one associated with/related to which definition?), and what was the motivation of your final choice? (Case B)
- If it was impossible to find a relevant translation, what did you do (e.g. leaving the English name, or giving a complementary explanation in a footnote)? (Case C)

Word/expression	Difficult to translate yes/no	Translation retained (if any)	Definition (in English) of the word (case A) Definition of the different possible words, motivation for the final choice (case B) Motivation for an alternative solution (case C)
Resource	NO	Recurso	
Document	NO	Documento	
Genesis	NO	Gênesis	
Scheme	NO	Esquema	
Operational invariant	YES	Invariante Operatório	Our choice is based on some articles focus on Didactic of Mathematics.
Instrumentation	NO	Instrumentação	
Instrumentalisation	NO	Instrumentalização	
Resource system	NO	Sistema de recursos	
Reflective investigation	NO	Investigação reflexiva	
Théorèmes-en-actes	YES	Teoremas-em- ato	Our choice is based on some articles focus on Didactic of Mathematics.

### 3. Other issues that you would like to share

We easily translated *les outils de manipulation* as *instrumentos de manipulação*. Therefore, its meaning is not clear in the article.