

1. Record Nr.	UNINA990003361960403321
Autore	Johnston, John
Titolo	Econometrica / J. Johnston
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ISBN	88-204-7820-X
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Descrizione fisica	680 p ; 22 cm
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Formato	Materiale a stampa
Livello bibliografico	Monografia

2. Record Nr.	UNINA9910300610303321
Autore	Runcieman Alan James
Titolo	The Identity of the Professional Interpreter : How Professional Identities are Constructed in the Classroom // by Alan James Runcieman
Pubbl/distr/stampa	Singapore : , : Springer Singapore : , : Imprint : Springer, , 2018
ISBN	981-10-7823-8
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Descrizione fisica	1 online resource (XVI, 184 p. 2 illus.)
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Soggetti	Translating and interpreting Language and languages—Study and teaching Literature—Translations Interpreting Language Education Translation Studies
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Researching HE Institutions for Professional Training -- The History of Interpreting as a Profession -- Narrative Research and Ethnography -- Carrying out Research in the Field -- Principal Themes -- Data Analysis: Teacher Talk about Interpreting -- Data Analysis: Language Levels and Interpreting -- Data Analysis: Students and the Institution -- A Summary of the Principal Findings -- Improving and Extending Research in the Field.
Sommario/riassunto	This monograph examines how higher education(HE) institutions construct 'professional identities' in the classroom, specifically how dominant discourses in institutions frame the social role, requisite skills and character required to practice a profession, and how students navigate these along their academic trajectories. This book is based on a longitudinal case study of a prestigious HE institution specialising in training professional interpreters. Adopting an innovative research approach, it investigates a community of aspiring professionals in a HE context by drawing on small story narrative analysis from an ethnographic perspective to provide emic insights into the student community and the development of their social identities. The findings

(contextualised by examining the curricula of similar institutions worldwide) suggest that interpreter institutions might not be providing students with a clear and comprehensive picture of the interpreter profession, and not responding to its increasingly complex role in today's society.
