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Nota di contenuto	Foreword; Contents; Part I Correspondences and Contrasts in ForeignLanguage Pedagogy; 1 English as a Lingua Franca in International Educational Projects in Europe; Abstract; 1...Introduction; 2...English as a Lingua Franca; 3...Sociolinguistic and Sociocultural Approaches to ELF Learning and Use; 4...ELF in International Educational Projects; 5...Conclusion and Pedagogical Implications; References; 2 A Usage-Based Model of Linguistic Metaphors. Inferences for the Cognitive Theory of Metaphor and Teacher Education; Abstract; 1...Introduction; 2...A Critical Overview of the Main Tenets of CMT 3...Educational Concepts in CMT4...A Usage-Based Model of Linguistic Metaphors; 5...Conclusions; References; 3 Self-Efficacy in L2: A Research Proposal; Abstract; 1...Social Cognitive Theory; 2...Self-Efficacy: Definitions and Approaches; 3...Self-Efficacy and Education; 4...Self-Efficacy in L2 Learning: A Research Proposal; 5...Conclusion; References; 4 Another Look at the Effect of Gender on the Use of Language Learning Strategies: The Case of Advanced Polish Learners of English; Abstract; 1...Introduction; 2...Gender and Language Learning Strategy Use; 3...Research Questions and Design of the Study 4...Research Findings5...Conclusions, Implications and Directions for Future Research; References; 5 Communication Apprehension and Self-Perceived Communication Competence as Variables Underlying

Willingness to Communicate; Abstract; 1...Introduction; 2...Defining Willingness to Communicate; 3...Defining Communication Apprehension; 4...Defining Self-Perceived Communication Competence; 5...Research Design; 5.1 Subjects; 5.2 Data Collection Tools; 6...Data Analysis; 6.1 Formal Context; 6.1.1 Communication with a Lecturer; 6.1.2 Speaking in Public; 6.2 Informal Context; 6.2.1 Communicating with a Friend  
6.2.2 Communicating with an Acquaintance  
6.2.3 Communicating with a Stranger; 7...Answers to the Research Questions; 8...Conclusion; References; 6 The Correlation Between Foreign Language Motivation and Classroom Anxiety at Various Proficiency Levels; Abstract; 1... Introduction; 2...Assumptions; 3...Research Design; 4...Research Data Analysis; 5...Conclusions; A.x(118). Appendix 1; A.x(118).0 Beliefs about Language Learning (Horwitz 1987); A.x(118). Appendix 2; A.x (118).0 Attitude/Motivation Test Battery (Gardner 2004); A.x(118). Appendix 3  
A.x(118).0 Foreign Language Classroom Anxiety Scale (Horwitz et al. 1986)References; 7 Correspondences and Differentiation in the Teaching Concerns of Pre-Service Teachers; Abstract; 1...Topic Concerns Versus Stage of Teacher Development; 2...Study; 2.1 Description; 2.2 My Beginnings Themes; 2.3 In the Middle Themes; 2.4 Towards the End Themes; 2.5 Shifts in Concerns: A Comparison; 3... Conclusions: Juxtapositions, Correspondences and Differentiation in Trainees' Teaching Concerns; 4...Final Comments; References  
8 Effective Teacher Training: Teacher Lectures in Comparison with Student Power Point Presentations

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### Sommario/riassunto

The book constitutes a selection of 18 papers on foreign language pedagogy (11 papers) and translation studies (9 papers). The first part of the book is devoted to foreign language pedagogy. The articles in this part focus on issues such as English as lingua franca, foreign language teacher training, the role of individual learner differences in language learning and teaching especially with respect to strategies of language learning as well as psychological and socioaffective factors. The part focusing on translation studies comprises articles devoted to a variety of topics. It places a wide range of readings within the context of varying translation domains such as translation competence, literary translation, translation strategies, translation teaching (including strategies of dictionary use) and translator training. The combination of the above aspects intends to underline the truly interdisciplinary nature of translation.

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