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| Nota di contenuto | Translation in Undergraduate Degree Programmes; Editorial page; Title page; LCC data; Table of contents; Introduction; Note; Reference; Translation studies; Note; References; The theory behind the practice; 1. Introduction: Ambulance drivers and ice-cream sellers; 2. Translator training or translator education?; 3. The educational priority of translation pedagogy: Prepare aware, resourceful and reflective professionals; 4. Pursuing educational aims: Some pitfalls; 5. Translator education: An Italian example; 6. A lesson to be drawn?; 7. Conclusion: Education, training, and ice-cream cones ReferencesThe competencies required by the translator's roles as a professional; Introduction; Competencies required by the translator's roles; How can these competencies be developed?; Target text specification and planning; Text research; Text production; Text evaluation; Teaching translation according to the co-operative model ; Multilingual project ; Conclusion; References; Language learning for translators; Introduction; Stage 1: A translation-based, student-oriented pre-syllabus; Stage 2: A discourse-based, translation-oriented pre-syllabus; 1. Textual interaction |

2. Textual organisation; 3. Contrastive rhetoric; 4. Genres; Stage 3: A genre and task-based syllabus integrating Stages 1 and 2; Sample tasks; Notes; References; Appendix; Stage 1: A translation-based pre-syllabus; Stage 2: Discourse based translation-oriented pre-syllabus; Stage 3: Context and task-based syllabus integrating Stages 1 and 2; Undergraduate and postgraduate translation degrees; Introduction; Setting up an undergraduate degree; Teaching undergraduates; The learning process: Translation; Postgraduate studies; Teaching postgraduates; Conclusions; Notes; References

The role of translation studies within the framework of linguistic and literary studies; Background; General aims; Curriculum constraints; The general framework of study; Changing assumptions; Strategies and techniques; Choice of texts; Motivating the students; Classroom approach; Two native speakers; Student evaluation; Conclusion; Notes; References; Corpus-aided language pedagogy for translator education; 1. Introduction; 2. Why corpus linguistics?; 3. Corpus-based translation studies; 4. Corpus-based language pedagogy; 5. Corpus-aided discovery learning and the education of translators

Example 1: Raising the learners' awareness; Example 2: Developing communication skills; Example 3: Developing learning skills; 6. Conclusion; References; Developing professional translation competence without a notion of translation; Introduction: Translation as an object of research and as practice; Developing translation competence in the academic environment: Two scenarios; Scenario 1: Teaching translation as part of a language programme; Scenario 2: Teaching translation in a translation programme; Evaluation of the two scenarios; Notes; References

Are L2 learners more prone to err when they translate?*

Sommario/riassunto

This book brings together an international team of leading translation teachers and researchers to address concerns that are central in translation pedagogy. The authors address the location and weighting in translation curricula of learning and training, theory and practice, and the relationships between the profession, its practitioners, its professors and scholars. They explore the concepts of translator competence, skills and capacities and two papers report empirical studies designed to explore effects of the use of translation in language teaching. These are complemented by papers on stu
