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Note generali	"This volume is devoted to Interdisciplinarity in Translation and Interpreting Process Research and was originally published as a special issue of <i>Target</i> (25:1, 2013). It brings together a collection based on papers presented in 2011 at the Second International Research Workshop on Methodology in Translation Process Research held at Justus Liebig University, Giessen, Germany, and at the Research Models in Translation Studies II Conference, which took place at the University of Manchester, Great Britain."
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	The borrowers: researching the cognitive aspects of translation / Sharon O'Brien -- Cognitive load in simultaneous interpreting: Measures and methods / Kilian G. Seeber -- Extended Translation: A Sociocognitive Research Agenda / Hanna Risku and Florian Windhager -- Towards a new linguistic-cognitive orientation in translation studies / Juliane House -- Translation competence: Explaining development and stagnation from a dynamic systems perspective / Susanne Gopferich -- Applying a newswriting research approach to translation / Maureen Ehrensberger-Dow and Daniel Perrin -- Metaphor in translation: Possibilities for process research / Christina Schaffner and Mark Shuttleworth -- Investigating the conceptual-procedural distinction in the translation process: A relevance-theoretic analysis of micro and macro translation units / Fabio Alves and Jose Luiz Goncalves -- The role of archival and manuscript research in the investigation of translator decision-making / Jeremy Munday -- Sound effects in translation / Inger M. Mees, Barbara Dragsted, Inge Gorm Hansen and Arnt Lykke Jakobsen.
Sommario/riassunto	On the basis of a pilot study using speech recognition (SR) software, this chapter attempts to illustrate the benefits of adopting an interdisciplinary approach in translator training. It shows how the collaboration between phoneticians, translators and interpreters can (1) advance research, (2) have implications for the curriculum, (3) be pedagogically motivating, and (4) prepare students for employing translation technology in their future practice as translators. In a two-phase study in which 14 MA students translated texts in three modalities (sight, written, and oral translation using an