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Titolo	A handbook for translator trainers : a guide to reflective practice // Dorothy Kelly
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Edizione	[1st ed.]
Descrizione fisica	1 online resource (173 p.)
Collana	Translation practices explained
Disciplina	418.020711
Soggetti	Translating and interpreting - Study and teaching (Higher) Translators - Training of
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	First published 2000 by St. Jerome Publishing.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. Setting the Scene -- 2. Planning and Writing Objectives/outcomes -- 3. Participants in the Training Process: Trainees and Trainers -- 4. Curricular Content -- 5. Resources, Old and New -- 6. Method: Teaching and Learning Activities -- 7. Sequencing -- 8. Assessment -- 9. Training the Trainers -- Glossary -- References -- Index.
Sommario/riassunto	The community of translator trainers is growing constantly, as new courses are set up in diverse contexts throughout the world. After a brief overview of current approaches to translator training, this book offers practical guidance to sound training practices in different contexts. Given the very wide variety of backgrounds translator trainers come from, the text aims to be equally of use to language teachers new to translation, to professional translators new to teaching or training, to recent graduates in translation intending to embark on academic careers in translation studies, and to more experienced trainers wishing to reflect on their activity or to train new trainers. For that reason, no specific prior knowledge or experience of training is taken for granted. A systematic approach to curriculum and syllabus design is adopted, guiding readers from the writing of learning outcomes or objectives through to the design of teaching and learning activities, to the assessment of learning and course evaluation, all this applied

throughout in detail to the field of translation. Chapters contain exercises and activities designed to promote reflection on practice and to help trainers to develop their teaching skills, as well as their own course material. These activities are suitable both for self-learners and for groups on trainer training and staff development courses.
