

1. Record Nr.	UNINA9910960496203321
Titolo	Teaching translation and interpreting 3 : new horizons : papers from the Third Language International Conference, Elsinore, Denmark, 9-11 June 1995 // edited by Cay Dollerup, Vibeke Appel
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : J. Benjamins, 1996
ISBN	1-283-04715-2 9786613047151 90-272-8563-2
Edizione	[1st ed.]
Descrizione fisica	1 online resource (347 p.)
Collana	Benjamins translation library ; ; v. 16
Altri autori (Persone)	AppelVibeke DollerupCay
Disciplina	418/02/07
Soggetti	Translating and interpreting - Study and teaching Language and languages
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	TEACHING TRANSLATION AND INTERPRETING 3 -- Editorial page -- Title page -- Copyright page -- Table of contents -- EDITORS' FOREWORD -- ACKNOWLEDGEMENTS -- TRANSLATIONIN HISTORY AND SOCIETY -- TEACHING THE HISTORY OF TRANSLATION -- Background -- Objectives -- Why study history? -- Why study the history of translation? -- Historiography of translation -- Constructing a course -- The iconography of translation -- Assignments -- Conclusion -- Notes -- THE EMERGENCE OF THE TEACHING OF TRANSLATION -- Introduction -- A stylised picture of language acquisition vs teaching of translation -- The ideology of teaching -- The four generations of teachers -- The 'certainty-uncertainty' axis -- Generations and changes in emphasis -- Source texts and directionality -- From secretiveness to collectivity and theory -- Concluding remarks -- Notes -- TRANSLATION CURRICULA DEVELOPMENT IN CHINESE COMMUNITIES -- Historical cases -- The People's Republic of China -- Singapore -- Hong Kong -- Taiwan -- Towards a conclusion -- Notes -- TEACHING THEORY AND CULTURE -- TEACHING - TRANSLATION - THEORY: COMMUNICATIVE HORIZONS FOR CRITICAL PRACTICES -- Notes --

TRANSLATION THEORY TEACHING: CONNECTING THEORY AND PRACTICE -- Introduction -- Basis of the curriculum -- The problems of transfer of training -- Towards some possible approaches -- Conclusions -- TEACHING TRANSLATION THEORY: THE SIGNIFICANCE OF MEMES -- Memes -- Risks -- Remedies -- CONTRASTIVE CULTURE LEARNING IN TRANSLATOR TRAINING -- Introduction -- The concept of 'translation-oriented bicultural competence' -- A contrastive approach -- Towards a pedagogical application -- Teaching methods -- Conclusion -- SOCIAL AND CULTURAL DIFFERENCES -- Introduction -- Social and cultural differences in translation teaching -- Teaching translation at the initial stages of language learning -- Compromise and compensation. Concluding remarks -- ETHNOCULTURAL PECULIARITIES IN TRANSLATION FOR SPECIAL PURPOSES -- Conclusion -- TEACHING AND STUDENTS -- POSTMODERNISM AND THE TEACHING OF TRANSLATION -- Notes -- REINFORCING OR CHANGING NORMS IN SUBTITLING -- THE SENTENCE GROUP: THE KEY DISCOURSAL LEVEL IN TRANSLATION TEACHING -- Levels of discourse -- Types of sentence groups -- Cohesion in the sentence group -- Coherence in the sentence group -- Concluding remarks -- Notes -- TEACHING DIALOGUE INTERPRETING -- Case studies and analyses -- Feedback from students and graduates -- Conclusion -- Notes -- TEACHING LITERARY TRANSLATION: "THE TRANSLATION HAPPENS WHEN YOU READ IT" -- Introduction -- The focus: Newtonian apples gravitate towards the translator's mind -- Give me somewhere to stand, and I will move the Earth" (Archimedes) -- Reality happens when we look at it" (Danah Zohar) -- Responsibility: the apple of knowledge in the student's mind -- Prospection: the myth of a perfect translation -- Retrospection: the myth of equivalence -- Conclusion -- AWARENESS AND RESPONSIBILITY: OUR STUDENTS AS PARTNERS -- QUESTIONNAIRE -- Conclusion -- VICTORY OVER FEAR: LITERARY TRANSLATION AS A CARNIVALISTIC TEACHING TOOL -- Teaching literary translation -- Reading and dialogics -- Carnivalism -- Victory over fear -- Notes -- DESCRIPTIVE TRANSLATION STUDIES AND THE TEACHING OF LITERARY TRANSLATION -- The course -- The students -- My approach -- Working model devised for the students -- The working model involves a three-stage operation: -- Discussion -- Student feedback -- Notes -- STUDENTS' RESEARCH FOR TRANSLATION -- Notes -- TEACHING LITERARY TRANSLATION - A STUDENT'S POINT OF VIEW -- Background information -- The programme today -- The educational framework -- The languages -- Teaching methods -- Theory vs practice -- Future plans -- ASSESSMENT AND SKILLS IN SCREEN TRANSLATION. New European horizons -- A European dimension to teaching screen translation -- Assessment developments -- Linguistic skills -- Technical skills -- Conclusion -- ASSESSMENT OF SIMULTANEOUS INTERPRETING -- Introduction -- The students -- The objectives of the feedback sheet -- Assessment criteria -- The feedback sheet -- Assessment of simultaneous interpreting -- Procedure for individual assessment after class -- Exemplification -- Concluding remarks -- Notes -- QUALITY ASSESSMENT IN SCHOOL VS PROFESSIONAL TRANSLATION -- Claim for real situations, real texts and real readers -- Translation teacher vs editorial reviser -- Process and product-oriented approaches -- Teachers' strategies vs revisers' strategies -- Conclusions and suggestions for further research -- STUDENTS AND PROFESSIONAL REALITY -- A TRANSLATION PROGRAM FOR A UNIQUE POPULATION -- Introduction -- The student population -- Entry evaluation -- Evaluation of writing skills in the dominant language -- The challenges -- Conclusion -- Notes -- LANGUAGE-SPECIFIC

STRATEGIES IN SIMULTANEOUS INTERPRETING -- Description of the study -- Standard expression - verb-final structure -- Short-term memory overload - verb-final structure -- Encyclopedic knowledge -- Different word order of the phrases -- Lexical and morpho-semantic aspects -- Concluding remarks -- Notes -- TAKING CARE OF THE SENSE IN SIMULTANEOUS INTERPRETING -- The UN Language Training Course in Moscow -- Discussion -- The refresher course for conference interpreters at MISTI -- Concluding remarks -- CREATING THE 'OTHER': A PRAGMATIC TRANSLATION TOOL -- A pragmatic tool for translation -- The model -- Table 1. Questions asked by translators before accepting a commission -- Creating the 'Other' and applications of the model -- Note -- PROFESSIONAL VERSUS STUDENT BEHAVIOUR -- Professionals versus students as research informants. Gaining access to mental processes -- 'Communication' versus 'translation' -- The use of dictionaries and translators' self-confidence -- Translators' personality and involvement in their task -- Conclusions -- REAL-WORLD CRITERIA IN TRANSLATION PEDAGOGY -- The status of translation pedagogy today -- Real-world criteria -- Enabling and transferable skills -- Theory and practice -- Activating student translators' knowledge -- Conclusions -- TEACHING AND TECHNOLOGY -- COMPUTERIZED TRANSLATION MANAGERS AS TEACHING AIDS -- Example -- Discussion -- Concluding comments -- Notes -- LANGUAGE AND TRANSLATION AS MANAGEMENT PROBLEMS: A NEW TASK FOR EDUCATION -- Translation and communication: basic changes -- From one-to-one to one-to-some to one-to-many -- Translation and language in business communication -- Consequences for the discipline and for interdisciplinarity -- THE IMPACT OF TECHNOLOGY AND THE IMPLICATIONS FOR TEACHING -- WORKS CITED -- Editors' notes -- INDEX -- HIS LAST BOW -- The series Benjamins Translation Library.

Sommario/riassunto

Selected papers from the Third Language International Conference on Translator and Interpreter Training. Capping the series of conferences on this theme in Denmark, the present volume brings together a choice selection of the papers read by scholars and teachers from five continents and within all specialities in Translation Studies. In combination with the two previous volumes of the same title, the book offers an up-to-date, comprehensive, representative overview focusing on main issues in teaching in the relatively new field of translation. There are informed and incisive discussions of subtitling, interpreting and translation, spanning from its historical beginnings to presentations of machine translation and predictions of the future of translation work. Contributions ranging from discussions on the interplay between theory and teaching, teaching literary translation, introducing students to central issues in translation practice, and historical and social issues in teaching translation.
