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TEACHING TRANSLATION AND INTERPRETING TRAINING, TALENT AND EXPERIENCE -- Title page -- Copyright page -- Table of contents -- EDITORS' FOREWORD -- ACKNOWLEDGEMENTS -- NATIONALPERSPECTIVESAND THE FUTURE -- THE PROFESSIONAL TRANSLATOR OF TOMORROW: LANGUAGE SPECIALIST OR ALL-ROUND EXPERT? -- Present-day training programmes -- Vienna: the current situation -- The future curriculum -- Flexibility: the key in future programmes -- Translation in its professional context -- Examinations -- Translation theory -- Concluding remarks -- Note -- Acknowledgement -- BILINGUAL EDUCATION AND TERMINOLOGY TRAINING: A BRUNEI CASE STUDY -- 1. Background -- 1.1 Brunei Darussalam -- 1.2 Language -- 1.3 Education -- 2. Translation in Brunei Darussalam -- 2.1 The Task -- 2.2 Clients/Users -- 2.3 The translators -- 3. Language resources -- 3.1 Dictionaries, thesauri and other reference wo -- 3.2 MABBIM -- 4. The terminological dilemma -- 5. Synergic Innovation -- TRAINING TRANSLATORS IN POST-APARTHEID, DEMOCRATIC SOUTH AFRICA -- 1. Introduction -- 2. Language policy in South Africa -- 3. A rationale for translation and interpreting in a future South Africa -- 3.1 Political variables -- 3.2 Social variables -- 4. Conclusion -- TEACHING TRANSLATION: WAYS AND MEANS -- TEXT ANALYSIS IN TRANSLATOR TRAINING -- 1. The concept 'functionality + loyalty' -- 2. Text analysis in functional translation -- 3. A model for translation-oriented text analysis -- 4. The didactic application of the model -- 5. Systematizing translation problems -- 6. Final considerations -- Note -- TRANSLATIONTHEORY: FOUR FUNDAMENTAL ASPECTS -- 1. Grammatical structure -- 2. Linguistic varieties -- 3. Semantics -- 4. Pragmatics -- Concluding remarks -- INTRODUCING THEORY IN A COURSE OF TRANSLATION: A CHILEAN CASE STUDY -- TEACHER'S TOOLS IN TRANSLATION CLASS -- Teaching practice -- Text difficulty assessment. Tools for communication -- Phases of the translation process -- Concluding remarks -- DEVELOPING TRANSLATION SKILLS -- Technique 1. Introduction passages -- Technique 2. Back-translation of students' own work -- Technique 3. Comparing students' translations with published versions -- Technique 4. Collaborative translation -- Technique 5. Reporting to a group or to the class -- Technique 6. Transcribing and translating -- Conclusion -- TEACHING TRANSLATION OF FICTION -A DIALOGIC POINT OF VIEW -- GOALS OF A REVISION COURSE -- Some results of a survey on revision teaching -- Three orientations for a revision course -- Orientation (A): preparation for work as a translator -- Orientation (B): preparation for target-language editing wo -- Orientation (C): the theory of re-writing -- Notes -- AN INTERDISCIPLINE AND ITS AFFILIATION -- MOVING TRANSLATOR TRAINING FROM THE HUMANITIESTO THE SOCIAL SCIENCES: AN ISRAELI CASE STUDY -- At the Humanities: the beginning (1971-1980) -- At the Social Sciences: the continuation (1981-1991) -- An assessment -- Concluding Remarks -- Notes -- TEACHING TECHNICAL TRANSLATION: AN ENGINEERED APPROACH AT FLENSBURG POLYTECHNIC -- Components -- Staff -- Contents -- Students and our international relations -- Notes -- WORDS, WORDS, WORDS -- THE TRANSLATOR AS TERMINOLOGIST -- 1. Introduction -- 2. Existing observations on terminology courses -- 2.1. The view of a professional translator -- 2.2. The view of a teacher of translation -- 3. The outline of a syllabus for terminology -- 4. What a translator needs to know about terminology -- 5. How terminology should be taught to translators -- 5.1. Principles -- 5.2. The introduction of theory by example -- 5.3. Practical text-based work -- 5.4. Tools for terminology recognition and production -- 6. Conclusion --

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Sommario/riassunto

Selected papers from a lively conference on the state of the art in translator and interpreter training. Topics range from culture specific problems (in Iran, South Africa and Canada, for instance) to the internationalization of the profession. The book is brim-full of teaching ideas and strategies: problems of assessment, teaching translators to be professional and business oriented, using cognitive methods, terminology management, technical translation, literary translation, theory and practice, simultaneous/consecutive interpreting, subtitling and many other related topics.
