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TEACHING TRANSLATION AND INTERPRETING TRAINING, TALENT AND EXPERIENCE -- Title page -- Copyright page -- Table of contents -- EDITORS' FOREWORD -- ACKNOWLEDGEMENTS -- NATIONAL PERSPECTIVES AND 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 works -- 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 -- TRANSLATION THEORY: 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 works -- Orientation (C): the theory of re-writing -- Notes -- AN INTERDISCIPLINE AND ITS AFFILIATION -- MOVING TRANSLATOR TRAINING FROM THE HUMANITIES TO 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 --

Appendices: Exercises in terminology.

Appendix A: Terminology structuring excercise -- Appendix B: Structured terms in one language (English) -- Appendix C: Structured terms in several languages -- Appendix D: Structured terms in several languages -- **LEXICALIZATION IN TRANSLATION:AN EMPIRICAL STUDY OF STUDENTS' PROGRESS** -- Introduction -- The problem -- Method -- Results -- Discussion -- Conclusion -- **TEACHING TRANSLATION OF TECHNICAL COMPOUNDS** -- The nature of the problem -- The extent of the problem -- Rule-based translation: inflection and derivation -- Compound categories: an aid to translation? -- Bilingual lexicography -- Parallel texts -- In conclusion -- Notes -- **LANGUAGE USERS' LINGUISTIC CREATIVITY: WORD-FORMATION FOR TRANSLATION** -- 1. Introduction -- 2. Review of literature -- 3. The study: participants and hypotheses -- 4. Experimental set-up -- 5. Results -- 6. General conclusions -- 7. Suggestion -- **NEW MEDIA AND TEACHING** -- **TEACHING TRANSLATION AT A DISTANCE: A SPANISH CASE STUDY** -- 1. Introduction -- 2. Teaching translation at a distance -- 3. Media and methods -- 4. An assessment -- 5. Concluding remarks -- Notes -- **TRAINING, TALENT, AND TECHNOLOGY** -- Translation as branching operations -- Branching and CAT -- The CAT training at Leipzig University -- Concluding remarks -- **SUBTITLING - A NEW UNIVERSITY DISCIPLINE** -- The Copenhagen course in screen translation -- Subtitling as a unique form of translation -- The different types of subtitling -- The media-defined constraints of subtitling -- Formal (quantitative) constraints -- Textual (qualitative) constraints -- Subtitling - strategies of tightrope translation -- Loss of information in subtitling: a pilot study -- Concluding remarks -- Notes -- **INTERPRETING AND TRANSLATION** -- **TRANSLATOR AND INTERPRETER TRAINING: A CASE FOR A TWO-TIER SYSTEM** -- 1. Introduction -- 2. Translation versus interpreting - different skills?. 3. Translator and interpreter training curricula -- 3.1. The two-tier approach to translator and interpreter training -- 3.2. Parallel translator and interpreter training. -- 3.3. The 'Y-model' of translator and interpreter training -- 3.4. Postgraduate interpreter training (in schools for interpreting orinternational organizations) -- 4. Conclusions -- Acknowledgment -- **BASIC THEORETICAL COMPONENTS ININTERPRETER AND TRANSLATOR TRAINING** -- 1. Potential benefits of theoretical components in interpreting/translationtraining -- 2. Criteria for theoretical components -- 3. Basic Concepts and Models -- 4. The Sequence -- 4.1. The Communication Model and Quality Concepts -- 4.2. The Informational Structure of Informative Sentences -- 4.3. A Sequential Model of Translation -- 4.4 The Effort Models of Interpreting -- 4.5. A Gravitational Model of Linguistic Mastery -- 4.6. The Comprehension of Technical Texts and Speeches -- Note -- **SIMILARITIES AND DIFFERENCESBETWEEN INTERPRETING AND TRANSLATION: IMPLICATIONS FOR TEACHING** -- **COMMON GROUND IN TEACHING TRANSLATION ANDINTERPRETING: DISCOURSE ANALYSIS TECHNIQUES** -- Student profile -- The training programme -- Conclusion -- Notes -- **INTERPRETING -- THE ROLE OF THEORY IN SIMULTANEOUS INTERPRETING** -- Introduction -- Theory? - What theory? -- Skopos theory -- Translation & interpreting as a professional course of action -- A GTI-based theory of simultaneous interpreting -- Conference as hypertext -- Situation -- Theory in the curriculum -- Theory in the classroom -- Conclusion -- Notes -- **THE OPTIMUM TEXT IN SIMULTANEOUS INTERPRETING: A COGNITIVE APPROACH TO INTERPRETER TRAINING** -- I. The optimum text in simultaneous interpreting -- II. A cognitive approach to interpreter training: teaching strategies -- III. A cognitive and experiential models

workshop -- Conclusion.

CONSECUTIVE INTERPRETING: ITS PRINCIPLES AND TECHNIQUES -- What is interpreting? -- Process of interpreting -- Subject-areas discussed in interpreting sessions -- Characteristics of an interpreter -- Powerful memory and short-hand writing -- Calmness -- Different accents for the source language -- Characteristics of interpreting -- APPROACHES TO THE TEACHING OF INTERPRETING: MNEMONIC AND ANALYTIC STRATEGIES -- Introduction -- 1. Analysis: the meaning of a text -- 2. Memory -- 2.a. Units of sense -- 2.b. The psycholinguistic base -- 3. Textlinguistics and the teaching of analysis: two aspects -- 3.a. Cohesion -- 3.b. Coherence -- 4. Exercises -- 4.a. Exercises for mnemonic activation -- 4.b. Connective exercises -- 4.c. Analysis exercises -- 5. Conclusions -- 'SHADOWING' EXERCISES IN INTERPRETER TRAINING -- Pedagogics replace trial-and-error learning -- Listening and speaking simultaneously -- What neuropsychology can teach us -- Is there a replacement for shadowing? -- Beyond intuition -- DISCOURSE PROCESSING AND INTERPRETING STRATEGIES - AN APPROACH TO THE TEACHING OF INTERPRETING -- Discourse processing - a strategic approach -- Monolingual communication -- Bilingual communication - constraints and strategies in the interpreting process -- Teaching - exercises preparing for simultaneous interpreting -- Note -- TEACHING INTERPRETING: A CANADIAN EXPERIENCE -- Beginnings -- Design features -- Admission -- Teaching, staff, equipment -- In-service placements -- Examinations and graduation -- Results -- Imminent changes -- ASSESSMENT -- TESTING ACHIEVEMENT IN TRANSLATION CLASSES -- Test construction -- A. Limited-response items -- Varieties of limited-response item types -- B. Controlled free-response items -- Varieties of controlled free-response item types -- Characteristics of the source text -- Scoring -- Scoring the controlled free-response items.

Concluding remarks.

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.
