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Autore	Lucas F. L (Frank Laurence), <1894-1967.>
Titolo	Style // F.L. Lucas
Pubbl/distr/stampa	Petersfield, Hampshire, Great Britain : , : Hh, , 2012
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Descrizione fisica	1 online resource (281 p.)
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Lingua di pubblicazione	Inglese
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Nota di bibliografia	Includes bibliographical references and index.

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Titolo	Corpus use and translating : corpus use for learning to translate and learning corpus use to translate // edited by Allison Beeby, Patricia Rodriguez Ines and Pilar Sanchez-Gijon
Pubbl/distr/stampa	Amsterdam ; ; Philadelphia, : John Benjamins Pub. Co., 2009
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Edizione	[1st ed.]
Descrizione fisica	1 online resource (x, 151 p.)
Collana	Benjamins translation library, , 0929-7316 ; ; v. 82
Altri autori (Persone)	BeebyAllison Rodriguez InesPatricia Sanchez-GijonPilar
Disciplina	440
Soggetti	Translating and interpreting - Data processing Corpora (Linguistics) Translators - Training of
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Nota di contenuto	Corpus Use and Translating -- Editorial page -- Title page -- LCC data -- Table of contents -- List of editors and contributors -- Introduction -- References -- Using corpora and retrieval software as a source of materials for the translation classroom -- 1. The role of corpus-related resources in translator training -- 2. Pedagogic assumptions: Objectives and methodology -- 3. Designing corpus-related translation tasks -- 4. Conclusion -- References -- Appendix 1. Tasks with als and wenn for the German-Catalan translation classroom -- Appendix 2. A multiple choice task based on a corpus of student translations -- Appendix 3. Tasks with now for the English-Catalan translation classroom -- Appendix 4. References to text in COVALT corpus -- Safeguarding the lexicogrammatical environment: Translating semantic prosody -- Introduction -- 1. Studies on semantic prosody -- 2. The teaching module: Methodology and results -- 3. Discussion of the

methodology adopted -- 4. Summing up: Corpus use and learning to translate -- References -- Are translations longer than source texts? A corpus-based study of explicitation -- 1. Introduction -- 2. Explicitation -- 3. Text length in COMPARA 5.2 -- 4. Results -- 5. Conclusions -- 6. Implications for translator education -- Acknowledgements -- References -- Arriving at equivalence: Making a case for comparable general reference corpora in translation studi -- 1. Introduction -- 2. Comparability and general reference corpora -- 3. Background to this research -- 4. Identifying translation equivalents -- 5. Native norms and creativity in translation -- 6. Discussion -- References -- Virtual corpora as documentation resources: Translating travel insurance documents (English-Spani -- 1. Introduction -- 2. Corpora in translation training -- 3. Guidelines for corpus creation -- 4. Determining corpus representativeness. 5. Using the corpus to translate -- 6. Conclusion -- References -- Developing documentation skills to build do-it-yourself corpora in the specialised translation cour -- 1. Specialised translation and the translator's needs -- 2. Documentation in translator training -- 3. The use of a DIY corpus as a documentation resource -- 4. Conclusions -- References -- Evaluating the process and not just the product when using corpora in translator education -- 1. Introduction -- 2. Theoretical background -- 3. Pedagogical framework and proposal -- 4. Results -- 5. Conclusions -- References -- Subject index -- The series Benjamins Translation Library.

Sommario/riassunto

Professional translators are increasingly dependent on electronic resources, and trainee translators need to develop skills that allow them to make the best use of these resources. The aim of this book is to show how CULT (Corpus Use for Learning to Translate) methodologies can be used to prepare learning materials, and how novice translators can become autonomous users of corpora. Readers interested in translation studies, translator training and corpus linguistics will find the book particularly useful. Not only does it include practical, technical advice for using and learning to use corpora, but it also addresses important issues such as the balance between training and education and how CULT methodologies reinforce student autonomy and responsibility. Not only is this a good introduction to CULT, but it also incorporates the latest developments in this field, showing the advantages of using these methodologies in competence-based learning.
