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| Record Nr. | UNIORUON00522797 |
| Autore | MAHMOOD, Saba |
| Titolo | Religious difference in a secular age : a minority report / Saba Mahmood |
| Pubbl/distr/stampa | Princeton, : Princeton University Press, 2016 |
| ISBN | 978-06-911532-8-5 |
| Descrizione fisica | xiii, 237 p. ; 24 cm |
| Disciplina | 322.10962 |
| Soggetti | LIBERTA' DI CULTO - Egitto |
| | MINORANZE RELIGIOSE - Egitto |
| | SECOLARISMO - Egitto |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |

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|---|---|
| 2. Record Nr. | UNINA9910300610303321 |
| Autore | Runcieman Alan James |
| Titolo | The Identity of the Professional Interpreter : How Professional Identities are Constructed in the Classroom / / by Alan James Runcieman |
| Pubbl/distr/stampa | Singapore : , : Springer Singapore : , : Imprint : Springer, , 2018 |
| ISBN | 981-10-7823-8 |
| Edizione | [1st ed. 2018.] |
| Descrizione fisica | 1 online resource (XVI, 184 p. 2 illus.) |
| Disciplina | 306.44 |
| Soggetti | Translating and interpreting |
| | Language and languages—Study and teaching |
| | Literature—Translations |
| | Interpreting |
| | Language Education |
| | Translation Studies |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Nota di bibliografia | Includes bibliographical references. |
| Nota di contenuto | Researching HE Institutions for Professional Training -- The History of Interpreting as a Profession -- Narrative Research and Ethnography -- Carrying out Research in the Field -- Principal Themes -- Data Analysis: Teacher Talk about Interpreting -- Data Analysis: Language Levels and Interpreting -- Data Analysis: Students and the Institution -- A Summary of the Principal Findings -- Improving and Extending Research in the Field. |
| Sommario/riassunto | This monograph examines how higher education(HE) institutions construct 'professional identities' in the classroom, specifically how dominant discourses in institutions frame the social role, requisite skills and character required to practice a profession, and how students navigate these along their academic trajectories. This book is based on a longitudinal case study of a prestigious HE institution specialising in training professional interpreters.   Adopting an innovative research approach, it investigates a community of aspiring professionals in a HE context by drawing on small story narrative analysis from an ethnographic perspective to provide emic insights into the student community and the development of their social identities. The findings |

(contextualised by examining the curricula of similar institutions worldwide) suggest that interpreter institutions might not be providing students with a clear and comprehensive picture of the interpreter profession, and not responding to its increasingly complex role in today's society.