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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

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This edited thematic collection features latest developments of discourse analysis in translation and interpreting studies.

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This is a companion volume to "Teaching Translation and Interpreting: Challenges and Practices" (edited by Lukasz Bogucki, Cambridge Scholars Publishing 2010). It contains papers delivered at two international conferences devoted to teaching translation and interpreting organised in Lodz, Poland, as well as invited contributions.

Translation is a phenomenon that affects us all on a daily basis, the more so now that dissemination of information is greatly enhanced by modern technology. However, there are no strict regulations on who can become a translator and what qualifications are required. The contributors to this volume strive to find out whether translators are taught, self-taught or trained, what the teaching or training programmes are like and how they can be improved. This is a companion volume to Teaching Translation and Interpreting: Challenges and Practices (edited by Łukasz Bogucki, Cambridge Scholars Publishing, 2010). It contains papers delivered at two international conferences devoted to teaching translation and interpreting, organised in Łódź, Poland, as well as invited contributions. The authors are translation and interpreting scholars and teachers from leading Polish and Ukrainian universities.

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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.

This volume contains selected papers from the 4th Language International Conference on ‘ Teaching Translation and Interpreting: Building Bridges ’ which was held in Shanghai in December 1998. The collection is an excellent source of ideas and information for teachers and students alike. With contributions from five continents, the topics discussed cover a wide range, including the relevance of translation theories, cultural and technical knowledge acquisition, literary translation, translation and interpreting for the media, Internet-related training methods, and tools for student assessment. While complementing the volumes of the previous three conferences in

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Exploring new methods and frontiers, this collection is particularly strong on case studies outside of the European and Anglo-American spheres.

Presents six dynamic teaching practices that treat interpreting as an active process between two languages and cultures, suggesting social interaction, sociolinguistics, and discourse analysis as more appropriate frameworks. The contributors explain how to develop textual coherence skills, use role-play and recall protocols as teaching strategies, and implement graduation portfolios. Annotation copyrighted by Book News, Inc., Portland, OR

The development of translation memories and machine translation have led to new quality assurance practices where translators have found themselves checking not only human translation but also machine translation outputs. As a result, the notions of revision and interpersonal competences have gained great importance with international projects recognizing them as high priorities. Quality Assurance and Assessment Practices in Translation and Interpreting is a critical scholarly resource that serves as a guide to overcoming the challenge of how translation and interpreting results should be observed, given feedback, and assessed. It also informs the design of new ways of evaluating students as well as suggesting criteria for professional quality control. Featuring coverage on a broad range of topics such as quality management, translation tests, and competency-based assessments, this book is geared towards translators, interpreters, linguists, academicians, translation and interpreting researchers, and students seeking current research on the new ways of evaluating students as well as suggesting criteria for professional quality control in translation.

"This new collection presents the best new interpreter teaching techniques proven in action by the eminent contributors assembled within. In the first chapter, Dennis Cokely discusses revising curricula

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in the new century based upon experiences at Northeastern University. Jeffrey E. Davis delineates how to teach observation techniques to interpreters, while Elizabeth Winston and Christine Monikowski suggest how discourse mapping can be considered the Global Positioning System of translation."--BOOK JACKET. Title Summary field provided by Blackwell North America, Inc. All Rights Reserved.

This edited thematic collection features latest developments of discourse analysis in translation and interpreting studies. It investigates the process of how cultural and ideological intervention is conducted in translation and interpreting using a wide array of discourse analysis and systemic functional linguistic approaches and drawing on empirical data from the Chinese context. The book is divided into four main sections: I. uncovering positioning and ideology in interpreting and translation, II. linking linguistic approach with socio-cultural interpretation, III. discourse analysis into news translation and IV. analysis of multimodal and intersemiotic discourse in translation. The different approaches to discourse analysis provide a much-needed contribution to the field of translation and interpreting studies. This combination of discourse analysis and corpus analysis demonstrates the interconnectedness of these fields and offers a rich source of conceptual and methodological tools. This book will appeal to scholars and research students in translation and interpreting studies, cross-linguistic discourse analysis and Chinese studies.

This book revisits a number of key issues in Chinese Translation Studies. Reflecting on e.g. what Translation Studies researchers have achieved in the past, and the extent to which the central issues have been addressed and what still needs to be done, a group of respected scholars share their expertise in order to identify some tangible directions and potential areas for future research. In addition, the book discusses a number of key themes, e.g. Translation Studies as a discipline and its essential characteristics, the cultural dimension in translator training, paradigms of curriculum design, the reform of

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assessment for professional qualification, acts and translation shifts, the principle of faithfulness in translation, and interpreter ' s cognitive processing routes. The book offers a useful reference guide for a broad readership including graduate students, and shares insiders ' accounts of various current topics and issues in Chinese Translation Studies. Given its scope, it is also a valuable resource for researchers interested in translation studies in the Chinese context.

This volume offers a collection of original articles on the teaching of translation and interpreting, responding to the increased interest in this area not only within translation and interpreting studies but also in related fields. It contains empirical, theoretical and state-of-the-art original pieces that address issues relevant to translation and interpreting pedagogy, such as epistemology, technology, language proficiency, and pedagogical approaches (e.g., game-based, task-based). All of the contributors are researchers and educators of either translation or interpreting – or both. The volume should be of interest to researchers and teachers of translation and interpreting, second language acquisition and language for specific purposes. An introduction by the editors – both distinguished scholars in translation & interpreting pedagogy – provides the necessary context for the contributions. Originally published as a special issue of *Translation and Interpreting Studies* 10:1 (2015), edited by Brian James Baer and Christopher D. Mellinger.

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