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Developing Translation Competence - John Benjamins Publishing

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Developing Translation Competence. This volume presents a comprehensive study of what constitutes Translation Competence, from the various sub-competences to the overall skill. Contributors combine experience as translation scholars with their experience as teachers of translation.

Developing Translation Competence | John Benjamins

John Benjamins Publishing, Jan 1, 2000 - Language Arts & Disciplines - 244 pages. 1 Review. This volume presents a comprehensive study of what constitutes Translation Competence, from the various...

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TransComp is a three-year product- and process-oriented longitudinal study of the development of translation competence in 12 students of translation, whose translation products and processes were compared with those of 10 professional translators.

Translation competence: Explaining development and ...

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Evaluating translation Competence | Beverly Adab

The Benjamins Translation Library (BTL) aims to stimulate research and training in Translation & Interpreting Studies - taken very broadly to encompass the many different forms and manifestations of translational phenomena, among them cultural translation, localization, adaptation, literary translation, specialized translation, audiovisual translation, audio-description, transcreation, transediting, conference interpreting, and interpreting in community settings (courts, police, healthcare ...

Benjamins Translation Library

The Development of Translation Competence . The Development of Translation Competence: Theories and Methodologies . ... Dominic Massaro, Benjamin Bailey, Diane de Terra, Scribner Messenger, Kathryn Rhoad, Shaina Castle and Susan G. Campbell. Table of Contents vi

The Development of Translation Competence

This volume presents a comprehensive study of what constitutes Translation Competence, from the various sub-competences to the overall skill. Contributors combine experience as translation scholars with their experience as teachers of translation. The volume is organized into three sections: Defining, Building, and Assessing Translation Competence.

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Developing translation competence: Introduction — Aston ...

This volume presents a comprehensive study of what constitutes Translation Competence, from the various sub-competences to the overall skill. Contributors combine experience as translation scholars with their experience as teachers of translation. The volume is organized into three sections: Defining, Building, and Assessing Translation Competence.

The questions which this volume seeks to address include: what is translation competence? How can it be built and developed? How can the product of the performance be used to measure levels of competence? These questions are addressed with specific reference to the training situation. They are arranged in three sections, the first focusing on the identification of subcompetences.

It has been widely recognised that an in-depth textual analysis of a source text is relevant for translation. This book discusses the role of Discourse Analysis for translation and translator training. One particular model of discourse analysis is presented in detail, and its application in the context of translator training is critically examined.

The Routledge Handbook of Chinese Translation presents expert and new research in analysing and solving translation problems centred on the Chinese language in translation. The Handbook includes both a review of and a distinctive approach to key themes in Chinese translation, such as translatability and equivalence, extraction of collocation, and translation from parallel and comparable corpora. In doing so, it undertakes to synthesise existing knowledge in Chinese translation, develops new frameworks for analysing Chinese translation problems, and explains translation theory appropriate to the Chinese context. The Routledge Handbook of Chinese Translation is an essential reference work for advanced undergraduate and postgraduate students and scholars actively researching in this area.

This book presents cutting-edge research in translation studies from perspectives in psycholinguistics and cognitive science in order to provide a better understanding of translation and the development of linguistic competence that translators need to be effective professionals.

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.

The Routledge Handbook of Translation and Cogniton provides a comprehensive, state-of-the-art overview of how translation and cognition relate to each other, discussing the most important issues in the fledgling sub-discipline of Cognitive Translation Studies (CTS), from foundational to applied aspects. With a strong focus on interdisciplinarity, the handbook surveys concepts and methods in neighbouring disciplines that are concerned with cognition and how they relate to translational activity from a cognitive perspective. Looking at different types of cognitive processes, this volume also ventures into emergent areas such as neuroscience, artificial intelligence, cognitive ergonomics and human-computer interaction. With an editors' introduction and 30 chapters authored by leading scholars in the field of Cognitive Translation Studies, this handbook is the essential reference and resource for students and researchers of translation and cognition and will also be of interest to those working in bilingualism, second-language acquisition and related areas.

This book brings together an international team of leading translation teachers and researchers to address concerns that are central in translation pedagogy. The authors address the location and weighting in translation curricula of learning and training, theory and practice, and the relationships between the profession, its practitioners, its professors and scholars. They explore the concepts of translator competence, skills and capacities and two papers report empirical studies designed to explore effects of the use of translation in language teaching. These are complemented by papers on student achievement and attitudes to translation in programmes that are not primarily designed with prospective translators in mind, and by papers that discuss language teaching within dedicated translation programmes. The introduction and the closing paper consider some causes and consequences of the odd relationships that speakers of English have to other languages, to translation and ultimately, perhaps, to their 'own' language.

This volume is a compendium of PACTE Group's experimental research in Translation Competence since 1997. The book is organised in four main parts and also includes eight appendices and a glossary. Part I presents the conceptual and methodological framework of PACTE's Translation Competence research design. Part II focuses on the methodological aspects of the research design and its development: exploratory tests and pilot studies carried out; experiment design; characteristics of the sample population; procedures of data collection and analysis. Part III presents the results obtained in the experiment related to: the Acceptability of the translations produced in the experiment and the six dependent variables of study (Knowledge of Translation; Translation Project; Identification and Solution of Translation Problems; Decision-making; Efficacy of the Translation Process; Use of Instrumental Resources); this part also includes a corpus analysis of the translations. Part IV analyses the translators who were ranked highest in the experiment and goes on to present final conclusions as well as PACTE's perspectives in the field of Translation Competence research.

As a research area, education in the fields of translation and interpreting has received growing attention in recent years, with the increasing professionalization of the language-mediation sector demanding ever more highly trained employees with broader repertoires. This trend is evidenced in the present collection, which addresses issues in pedagogy in a variety of translation and interpreting domains. A global range of contributors discuss teaching, evaluation, professionalization and competence as they apply to an array of educational and linguistic situations. Translator and Interpreter Training: Issues, Methods and Debates presents an in-depth consideration of the issues involved in this area of translation and interpreting studies, and will be of interest to all students and academics working and researching in the field.

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