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comprehensive study of
what constitutes

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various sub-

competences to the
overall skill.

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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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Language, in Languages, and in Translation ...

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

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10 professional
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Translation competence:
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Adab

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(BTL) aims to stimulate
research and training in

Translation &

Interpreting Studies -

taken very broadly to

encompass the many

different forms and

manifestations of

translational

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phenomena, among
them cultural
translation, localization,
adaptation, literary
translation, specialized
translation, audiovisual
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description,
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competences to the
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experience as teachers
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volume is organized into
three sections: Defining,
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Competence

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Contributors combine

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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

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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

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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

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presented in detail, and its application in the context of translator training is critically examined.

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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.

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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

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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

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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.

This volume brings together a selection of papers presented at an international conference

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on Translation Studies
in Barcelona in 1998.
The papers illustrate
four areas that are of
particular interest in
translation research
today in Europe, Asia
and Latin America. The
purpose of the first
section, 'Investigating
Translation Paradigms',
is to reach a critical
revision of existing
paradigms and to

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develop new ones in
approaching the
translated text. The
second section,
'Investigating the
Translation Process',
focuses on the skills,
knowledge and
strategies that make up
translation competence.
The third section,
'Investigating
Translation and
Ideology' addresses not

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only the 'invisible' influence of ideologies on the translator, but also the role of translators in transmitting ideology. The fourth section, 'Investigating Translation Receivers' envisages translators as communicators caught between the opposing trends of localisation and globalisation. This

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tension can be seen in the selection of the papers, some of which reflect on research carried out in recently established translation centres in Spain, while others discuss the latest work of scholars from long established centres in other countries.

This book sheds new light on translation

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competence and its development. After reviewing recent theoretical and empirical perspectives, the author presents the methodology and results of one of few comprehensive, longitudinal, combined process/product studies of translation competence acquisition, which has cognitive and

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pedagogical implications. Carried out among translation students with varying levels of foreign language proficiency before and after their first 7.5 months of translator education, the study investigates translation product quality, the strategicness of the translation process, the

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strategicness of external resource use, and translation principles. It also examines perceived translation difficulty and quality as well as the impact of directionality and foreign language proficiency.

The Routledge
Handbook of
Translation and
Cognition provides a

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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

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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,

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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

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be of interest to those
working in bilingualism,
second-language
acquisition and related
areas.

The Routledge
Handbook of Chinese
Translation presents
expert and new research
in analysing and solving
translation problems
centred on the Chinese
language in translation.

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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,

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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

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researching in this area.

Competence

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

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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.

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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

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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

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Translation Competence
research.

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,

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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.

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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

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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.

The Development of
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Competence: Theories
and Methodologies from

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Psycholinguistics and
Cognitive Science
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

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be effective
professionals. It presents
original theories and
empirical tests that have
significant implications
for advancing the field
of translation studies
and what researchers
know about the
development of
linguistic competence.
The book is divided up
into three Parts. Part I
consists of a state-of-the-

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art introductory chapter
which serves to frame
the subsequent studies
in Part II which explore
the development of
translation competence
by reporting on topics
such as translation
expertise, cognitive
ergonomic issues in
translation, translation
ambiguity, standards
and metrics for
translation, processing

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speed and production time, among others. Part III then hones in on specific data collection methodologies from cognitive science that highlight innovative ways to gather and analyze data. Some methods discussed include tasks looking at processing speed, brain imagining techniques such as functional

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magnetic resonance imaging adaptation (fMRIa), language switching, eye tracking, keystroke and mouse logging, and retrospection, among others. This book effectively demonstrates that psycholinguistic and cognitive approaches to studying the development of translation competence

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promise to diversify traditional perspectives of translation studies and to improve the quality and generalizability of translation research in general. This title will serve as a valuable reference for scholars, practitioners, translators, and anyone who wishes to gain an overview of current issues and

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studies solidly grounded
in psycholinguistics and
cognitive science.

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