

The Translator Training Textbook: Translation Best Practices, Resources Expert Interviews

The book addresses different areas of corpus-based translation studies, including corpus-based study of translation features, translator's style, norms of translation, translation practice, translator training and interpreting. It begins by tracing the development of corpus-based translation studies and introducing the compilation of different types of corpora for translation research. The use of corpora in different research areas is then discussed in detail, and the implications and limitations of corpus-based translation studies are addressed. Featuring the use of figures, tables, illustrations and case studies, as well as discussion of methodological issues, the book offers a practical guide to corpus-based translation. It will be of interest to postgraduate students and professionals who are interested in translation studies, interpreting studies or computer-aided translation. Originating at an international forum held at the University of Vic (Spain), the twelve essays collected here attest to important changes in translation practice and the assumptions which underpin them. Leading theorists respond to the state of Translation Studies today, particularly the epistemological dilemma between theories that are empirically oriented and those that are inspired by developments in Cultural Studies. But the volume is also practical. Experienced instructors survey existing pedagogies at translator/interpreter training programs and explore new techniques that address the technological and global challenges of the new millennium. Among the topics considered are: how to use translation technology in the classroom, how to construct a syllabus for a course in audiovisual translating or in translation theory, and how to develop guidelines for a program for community interpreters or conference interpreters. The contributors all assume that translation, whether written or oral, does not occupy a neutral space. It is a cross-cultural exchange that produces far-reaching social effects. Their essays significantly advance the theoretical and practical understanding of translation along these lines.

Over the past half century, translation studies has emerged decisively as an academic field around the world, and in recent years the number of academic institutions offering instruction in translation has risen along with an increased demand for translators, interpreters and translator trainers. Teaching Translation is the most comprehensive and theoretically informed overview of current translation teaching. Contributions from leading figures in translation studies are preceded by a substantial introduction by Lawrence Venuti, in which he presents a view of translation as the ultimate humanistic task – an interpretive act that varies the form, meaning, and effect of the source text. 26 incisive chapters are divided into four parts, covering: certificate and degree programs teaching translation practices studying translation theory, history, and practice surveys of translation pedagogues and key textbooks The chapters describe long-standing programs and courses in the US, Canada, the UK, and Spain, and each one presents an exemplary model for teaching that can be replicated or adapted in other institutions. Each contributor responds to fundamental questions at the core of any translation course – for example, how is translation defined? What qualifies students for admission to the course? What impact does the institutional site have upon the course or pedagogy? Teaching Translation will be relevant for all those working and teaching in the areas of translation and translation studies. Additional resources for Translation and Interpreting Studies are available on the Routledge Translation Studies Portal.

"Translation as a profession" provides an in-depth analysis of the translating profession and the translation industry. The book starts with a presentation of the diversity of translations and an overview of the translation-localisation process. The second section describes the translation profession and the translators markets. The third section considers the process of becoming a translator, from the moment people find out whether they have the required qualities to the moment when they set up shop or find a job, with special emphasis on how to find and hold on to clients, avoiding basic mistakes. The fourth section concentrates on the vital professional issues of costs, rates, deadlines, time to market, productivity, ethics, standards, qualification, certification, and professional recognition. The fifth section is devoted to the developments that have provoked ongoing changes in the profession and industry, such as ICT, and the impact of industrialisation, internationalisation, and globalisation. The final section is devoted to the major issues involved in translator training. A glossary is provided, together with a list of Websites for further browsing.

The Evolving Curriculum in Interpreter and Translator Education

Corpora in Translator Education

Situated Learning in Translator and Interpreter Training

The Georgetown Guide to Arabic-English Translation

Teaching Translation

Empowerment from Theory to Practice

The Translator Training Textbook is the #1 training resource on becoming a professional translator. This textbook contains free videos, a discussion of ethics, practical career advice, a glossary of critical translation industry terms, and most importantly expert interview transcripts from the most successful translators in the industry. This is a required text in the Certified Translation Professional (CTP) program which is a self-paced training and certification program for professional translators. To learn more about this program please see <http://TranslationCertification.org> If you are working to become a more successful translator you need this textbook.

Situated Learning is generally understood as a context-dependent approach to translator and interpreter training under which learners are exposed to real-life and/or highly simulated collaborative work environments and tasks, both inside and outside the classroom. Ultimately, Situated Learning seeks to enhance learners' capacity to think and act like professionals. This book sets out to gauge the extent to which different factors influence the implementation of Situated Learning models in various teaching and learning contexts. It presents an understanding of Situated Learning that goes beyond previous interpretations of this notion, traditionally dominated by the discussion of pedagogical practices in authentic, i.e. real-world, or semi-authentic professional settings. This wider remit of Situated Learning encompasses previously underrepresented contextual factors pertaining to translation traditions, historical trends, community beliefs and customs, socio-economic constraints, market conditions, institutional practices, budgetary issues, or resource availability. The pedagogical considerations of these key aspects make this book particularly useful for both novice and seasoned teachers of translation and interpreting with an interest in informed practical advice on how to implement the principles of Situated Learning in collaborative teaching and learning environments that seek to promote translators' and/or interpreters' professional competence. This book was originally published as a special issue of The Interpreter and Translator Trainer.

Translation study programs have always been torn between the expectations placed on them to provide students with a comprehensive education at an academic level but at the same time to prepare them for the demands of the professional translation market. There is, furthermore, an ongoing debate about a supposed gap between translation theory and practice. Several, often opposing claims have been put forward concerning the usefulness of theory to professionals and students and how and when to best implement theoretical courses in translation curricula. The aim of this book is to provide an overview of the different opinions and expectations that have been put forward in the literature and to test some of these claims empirically on student subjects who have been trained with either a practical or a theoretical focus on translation. It thus gives insights into the role of both theoretical and practical aspects in translator training and the ways in which each of them can contribute to the development of translation competence.

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.

New Tools, New Approaches

Training for the New Millennium

Training Talent and Experience

Corpus Use for Learning to Translate and Learning Corpus Use to Translate

Introducing Corpus-based Translation Studies

Revised edition

This book explores the impact of applying computer-assisted (CAT) tools in freelance translation toward better understanding translators' strategies, preferences, and challenges in using new technologies and identifying areas of enhancement in translator training. The volume offers a brief overview of the latest developments in technology in translation, examining such issues as the effect on the translation process and the dynamics of the translator-technology interaction. Drawing on data from a study with active translators in Poland, Pietrzak and Kornacki examine the underlying factors underpinning translators' lack of engagement with these tools, including such issues as prevailing pre-conceptions around technology and limited knowledge hindering the most efficacious use of these resources and the subsequent impact on translator identity. Taken together, the book brings together these insights to help pinpoint freelance translators' needs more effectively and adapt training programmes accordingly. The volume will be of interest to scholars in translation studies with an interest in process and technology as well as active translators.

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 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.

Training institutions offering specialized translation and interpreting programs need to keep up with the rapid development of digitalization and the increasingly sophisticated requirements of the language industry. This book addresses digital trends and employability in the market from the aspect of training: how have the latest digital trends shaped the language industry, and what competencies will translators, interpreters and T/I trainers need so as to meet current market requirements? Four major subjects of high relevance are discussed in 12 chapters: (1) collaborative partnerships in the field of fit-for-market practices with a focus on e-learning materials; (2) competence development in translator and interpreter training; (3) the implications of neural machine translation and the increasing significance of post-editing practices, as well as (4) the role of new technologies and new methods in the work and training of interpreters and translators. With an introduction written by Juanjo Arevallillo, managing director of Hermes Traducciones and former vice-president of the European Union of Associations of Translation Companies, the book creates a fresh momentum for researchers, academics, professionals and trainees to be engaged in a constructive dialogue.

Mughazy, a well-respected scholar of Arabic linguistics and a Georgetown Languages board member, takes a practical approach to the task of translating nonfiction from Arabic to English. Using Optimality Theory from linguistics, he provides a new way, based in linguistics, of looking at best practices for translation with the goal to find the most accurate translation. He aims to approach translation more scientifically (identify the problem, test hypotheses, selecting the best option and finding patterns) than those who use the more widely known literary translation theory. Although there are several books out on this topic, none address it as Mughazy has. This is a unique approach that offers a new, more practical way for those with advanced knowledge of Arabic to learn how to translate. As more schools begin or consider beginning translation programs, this book may find a larger audience over the years. Mughazy's book is rich with authentic examples, exercises (answer key included), and includes very valuable appendices for the learner. As Clara told me, "This is a book I wish I had had in grad school."

Fit-For-Market Translator and Interpreter Training in a Digital Age

Translation in Undergraduate Degree Programmes

The Role of Discourse Analysis for Translation & in Translator Training

Teaching Translation and Interpreting

Thoughts on Translation

A Handbook for Translator Trainers

The Translator Training TextbookCreatespace Independent Pub

This book features invited contributions based on the presentations at the First World Interpreter and Translator Training Association (WITTA) Congress, held in Guangzhou, China, in November 2016. Covering a wide range of topics in translation education, it includes papers on the latest developments in the field, theoretical discussions, and the practical implementation of translation courses and programs. Given its scope, the book appeals to translation scholars and practitioners, education policymakers, and language and education service providers.

Written for interpreter and translator trainers in search of a methodological basis for their teaching programmes, this volume deals with essential translation and interpretation phenomena and the difficulties encountered by students and professionals alike. The underlying theory is based on insights from psycholinguistics, cognitive psychology and I/T research

Analyzes topics and issues in translator and interpreter training, focussing on areas that are new and underexplored, yet crucial for translator/interpreter practice.

A Tribute to the Establishment of World Interpreter and Translator Training Association (WITTA)

A Social Constructivist Approach to Translator Education

Issues, Methods and Debates

Key Issues in Translation Studies in China

Stakeholder perspectives and voices

The Role of Theory in Translator Training

This book is based on the author's many years of experience as a practitioner, teacher and researcher in translation and conference interpreting. It is written for I/T trainers who are in search of a methodological basis for their teaching program. The author deals with essential translation and interpretation phenomena and difficulties encountered by students and professionals alike. The underlying theory is based on insights from psycholinguistics, cognitive psychology and I/T research. The 'concepts' and 'models' are easy to understand and the chapters include teaching suggestions and examples.Suitable for I/T trainers and practitioners.

German-language approaches to translation have been revolutionized by the theory of action (Handlungstheorie) and the related theory of translation's goal or purpose (Skopstheorie). Both these approaches are functionalist: they seek to liberate translators from servitude to the source text, seeing translation as a new communicative act must be purposeful with respect to the translator's client and readership. As one of the leading figures in this field, Christiane Nord gives the first full survey of functionalist approaches in English. She explains the complexities of the theories and their terms, using simple language with numerous examples. The book includes an overview of how the theories developed, illustrations of the main ideas, and specific applications to translator training, literary translation, interpreting and ethics. The survey concludes with a concise review of the criticisms that have been made of the theories, together with perspectives for the future development of functionalist approaches.

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 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.

The community of translator trainers is growing constantly, as new courses are set up in diverse contexts throughout the world. After a brief overview of current approaches to translator training, this book offers practical guidance to sound training practices in different contexts. Given the very wide variety of backgrounds translator tra come from, the text aims to be equally of use to language teachers new to translation, to professional translators new to teaching or training, to recent graduates in translation intending to embark on academic careers in translation studies, and to more experienced trainers wishing to reflect on their activity or to train new trainers. For

reason, no specific prior knowledge or experience of training is taken for granted. A systematic approach to curriculum and syllabus design is adopted, guiding readers from the writing of learning outcomes or objectives through to the design of teaching and learning activities, to the assessment of learning and course evaluation, all this applied throughout in detail to the field of translation. Chapters contain exercises and activities designed to promote reflection on practice and to help trainers to develop their teaching skills, as well as their own course material. These activities are suitable both for self-learners and for groups on trainer training and staff development co

A Practical Course in Technical Translation

Computer-assisted Translation (CAT) Tools in the Translator Training Process

A Collective Volume of Bibliometric Reviews and Empirical Studies on Learners

Consequences of automation

Programs, courses, pedagogies

Functionalist Approaches Explained

This bestselling text is a comprehensive overview of functionalist approaches to translation in English. Christiane Nord, one of the leading figures in translation studies, explains the complexities of theories and terms in simple language with numerous examples. Covering how the theories developed, illustrations of the main ideas, and specific applications to translator training, literary translation, interpreting and ethics, Translating as a Purposeful Activity concludes with a concise review of both criticisms and perspectives for the future. Now with a Foreword by Georges Bastin and a new chapter covering the recent developments and elaborations of the theory, this is an essential text for students of translation studies and for translator training.

Topics included in this volume are centered around the politics of translator and interpreter education in higher education in the US as well as in Europe and the perceived image of elitism of these disciplines; other essays discuss the tension and disciplinary boundaries between foreign language training and translator and interpreter education. Topics dealing with specific quality control issues in the teaching of interpreting and translation, discussions of innovative approaches to research, e.g., isotopy and translation, and a review of teaching conference interpreting complete this volume.

The Evolving Curriculum in Interpreter and Translator Education: Stakeholder perspectives and voices examines forces driving curriculum design, implementation and reform in academic programs that prepare interpreters and translators for employment in the public and private sectors. The evolution of the translating and interpreting professions and changes in teaching practices in higher education have led to fundamental shifts in how translating and interpreting knowledge, skills and abilities are acquired in academic settings. Changing conceptualizations of curricula, processes of innovation and reform, technology, refinement of teaching methodologies specific to translating and interpreting, and the emergence of collaborative institutional networks are examples of developments shaping curricula. Written by noted stakeholders from both employer organizations and academic programs in many regions of the world, the timely and useful contributions in this comprehensive, international volume describe the impact of such forces on the conceptual foundations and frameworks of interpreter and translator education.

At a time when information technology has become a regular tool of specialised translators in all aspects of their work, it is useful to place the activity of technical translation into its appropriate environment and to describe it from the point of view of its role in the broader context of communication in which it occurs. The advent of automated alternatives to human translation has fundamentally affected the profession, its products and the relationship between translators and their clients. This book presents and discusses the process of translation against this background. The context in which translation is normally studied is widened in order to re-examine the process of translation as part of interlingual text production and to analyse the manner in which the new tools affect the product of translation. This book is of particular relevance in modern translator training courses. Contents 1. The language industry and translation, 2. Aspects of language, 3. Elements of communication theory, 4. A theory of text types and messages, 5. The nature of translation, 6. Specifications: Factors influencing the translation, 7. Preparation for translation, 8. Steps in translation, 9. Human and Machine Translation, 10 Pragmatic circumstances of automation, 11. Translation in an information technology environment. Bibliography + Index.

Translation Education

Insights from a Case Study

Translator and Interpreter Training and Foreign Language Pedagogy

Mediation and Culture

Corpus Use and Translating

Corinne McKay's blog Thoughts on Translation is one of the web's liveliest gathering places for freelance translators...now available in book format Wondering whether to charge by the word or by the hour? How to receive payments from clients in foreign countries? How to write a translation-targeted resume? It's all in here, in chunks that take just a few minutes to read. Corinne McKay is also the author of "How to Succeed as a Freelance Translator," the original career how-to guide for freelance translators, with over 5,000 copies in print. Her practical, down-to-earth tips are based on her own experience launching and running a successful freelance translation business after a first career as a high school teacher.

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 book comprehensively examines the development of translator and interpreter training using bibliometric reviews of the state of the field and empirical studies on classroom practice. It starts by introducing databases in bibliometric reviews and presents a detailed account of the reasons behind the project and its objectives as well as a description of the methods of constructing databases. The introduction is followed by full-scale review studies on various aspects of translator and interpreter training, providing not only an overall picture of the research themes and methods, but also valuable information on active authors, institutions and countries in the subfields of translator training, interpreter training, and translator and interpreter training in general. The book also compares publications from different subfields of research, regions and journals to show the special features within this discipline. Further, it provides a series of empirical studies conducted by the authors, covering a wide array of topics in translator and interpreter training, with an emphasis on learner factors. This collective volume, with its unique perspective on bibliometric data and empirical studies, highlights the latest development in the field of translator and interpreter training research. The findings presented will help

researchers, trainers and practitioners to reflect on the important issues in the discipline and find possible new directions for future research.

The use of language corpora as a resource in linguistics and language-related disciplines is now well-established. One of the many fields where the impact of corpora has been growing in recent years is translation, both at a descriptive and a practical level. The papers in this volume, which grew out of presentations at the conference Cult2k (Bertinoro, Italy, 2000), the second in the series Corpus Use and Learning to Translate, are principally concerned with the use of corpora as resources for the translator and as teaching and learning aids in the context of the translation classroom. This book offers a cross-section of research by some leading scholars in the field, who offer accounts of first-hand experience and theoretical insights into the various ways of building and using appropriate corpora in translation teaching, for the benefit of teachers and learners alike. The various contributions provide a rich source of inspiration for other researchers and practitioners concerned with 'corpora in translator education'. Contributors include Stig Johansson, Tony McEnery,

Kirsten Malmkjær, Jennifer Pearson, Lynne Bowker, Krista Varantola, Belinda Maia and a number of other scholars.

Using CAT Tools in Freelance Translation

Translation as a Profession

Reflections and New Insights

New Perspectives on Assessment in Translator Education

Correspondences and Contrasts in Foreign Language Pedagogy and Translation Studies

Global Trends in Translator and Interpreter Training

Basic Concepts and Models for Interpreter and Translator Training is a systematically corrected, enhanced and updated avatar of a book (1995) which is widely used in T&I training programmes worldwide and widely quoted in the international Translation Studies community. It provides readers with the conceptual bases required to understand both the principles and recurrent issues and difficulties in professional translation and interpreting, guiding them along from an introduction to fundamental communication issues in translation to a discussion of the usefulness of research about Translation, through discussions of loyalty and fidelity issues, translation and interpreting strategies and tactics and underlying norms, ad hoc knowledge acquisition, sources of errors in translation, T&I cognition and language availability. It takes on board recent developments as reflected in the literature and spells out and discusses links between practices and concepts in T&I and concepts and theories from cognitive psychology and psycholinguistics.

This book begins by investigating, through the use of think-aloud protocols, the mental processes of students when they translate. The creative and successful processes observed can be used directly for teaching purposes, while the unsuccessful ones can serve to find out where remedial training is needed. The book then goes on to discuss methods for improving a translator's competence. The strategies offered are based on the pragmatic and semantic analysis of texts from a functional point of view, and they include such practical matters as the use of dictionaries and the evaluation of translations and error analysis. The book is intended for teachers in translator-training institutions, but it can also be used by students for self-training.

This book focuses on new perspectives on assessment in translator and interpreting education and suggests that assessment is not only a measure of learning (i.e. assessment 'of' learning) but also part of the learning process (i.e. assessment 'for' learning and assessment 'as' learning). To this end, the book explores the current and changing practices of the role and nature of assessment not only in terms of the products but also the processes of translation. It includes empirical studies which examine competence-based assessment and quality in translation and interpreting education both at undergraduate and postgraduate level. This includes studies and proposals on formative and summative assessment in a wide range of educational contexts, as well as contributions about relatively unexplored research areas such as quality assurance and assessment in subtitling for the Deaf and the hard of hearing, and how closely translation programmes fit the reality of professional practice. The findings of this book lend support to existing theoretical frameworks and inform course planning and design in translation education. As such, it will be a valuable resource for translation educators, trainers and researchers, translation and interpreting practitioners and associated professionals. This book was originally published as a special issue of The Interpreter and Translator Trainer

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.

Translator and Interpreter Training

Bridging research and good practice

Technology Implementation in Second Language Teaching and Translation Studies

Research Into Translation and Training in Arab Academic Institutions

The Translator Training Textbook

The Role of Discourse Analysis for Translation and in Translator Training

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.

The book constitutes a selection of 18 papers on foreign language pedagogy (11 papers) and translation studies (9 papers). The first part of the book is devoted to foreign language pedagogy. The articles in this part focus on issues such as English as lingua franca, foreign language teacher training, the role of individual learner differences in language learning and teaching especially with respect to strategies of language learning as well as psychological and socioaffective factors. The part focusing on translation studies comprises articles devoted to a variety of topics. It places a wide range of readings within the context of varying translation domains such as translation competence, literary translation, translation strategies, translation teaching (including strategies of dictionary use) and translator training. The combination of the above aspects intends to underline the truly interdisciplinary nature of translation.

This is a book about the teaching and particularly the acquisition of translation-related skills and knowledge. Well grounded in theory, the book also provides numerous examples drawn from the author's extensive classroom experience in translator education and foreign language teaching. Kiraly uses a number of classroom case studies to illustrate his method, including: introductory courses in translation studies, project-based translation practice courses, translation studies seminars, as well as naturalistic foreign language learning classes for student translators. The book is primarily geared toward translator educators and programme administrators, as well as students of translation, and will also be of interest to foreign language teachers who incorporate translation into their teaching, to translation scholars, and to others involved in the world of translation.

"Research into Translation and Training in Arab Academic Institutions provides insights into the current issues and challenges facing in-service and trainee Arabic translators and interpreters, both professionally and academically. This book addresses translators' status, roles, and structures. It also provides Arab perspectives on translation and translation training, written by scholars representing academic institutions across the Arab World. Themes in this collection include training terminologists on managing, promoting and marketing terms; corpora and translation teaching in the Arab World; use of translation technologies; translators' training and translators' methodologies and assessment of translators' competence; research on translator training; and the status quo of undergraduate translation programs in a sample of five Arab universities. A valuable resource for students, professionals and scholars of Arabic translation and interpreting"--

Basic Concepts and Models for Interpreter and Translator Training

Pedagogies for Translation and Interpreting

Language Engineering and Translation

Translator Self-Training--Portuguese

Research on Translator and Interpreter Training

Training the Translator

This monograph mainly focuses on the idea that language teaching in higher education involves making use of new approaches and technology. It identifies the key determinants of the materials needed to improve language teaching on the basis of the actual experimental research included in the respective contributions. Thanks to its unique perspective, the book offers a distinctive approach to addressing empirical research on second language teaching, translator training and technology. As universities are some of the best arenas for analyzing teaching techniques for various subjects, higher education teachers can use this book to thoroughly prepare for the application of pilot studies and learn more about students' responses to new teaching and translation techniques. An enlightening guide for scholars and students with an academic interest in acquiring the basic principles of language teaching and translation, this book mainly provides actual cases in which the implementation of technology was useful to second language teachers and translation trainers. As the authors are experienced scholars, readers will not only come to understand how to use new teaching strategies, but also discover that the proposals described in each chapter can be useful to any level of second language training for teachers and translators.

Designs to improve translation skills in Portuguese.

The goal of the book is to show how computer-assisted translation (CAT) tools may affect trainee translators and to what degree. As the main issues in the CAT-based classroom come to light, the author discusses how to negate them in order to prepare students to enter the professional market.

Translating as a Purposeful Activity