

图书基本信息

书名：<<建构主义的项目式翻译能力培养研究>>

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内容概要

《建构主义的项目式翻译能力培养研究》运用建构主义教育理论，结合项目式教学法，建立一种新的翻译教学模式。

该模式是以项目为驱动，学生为中心，提高翻译能力为最终目标，通过协作式学习的试验教学证明其有较强的可操作性。

此研究还详细描述了该项目的具体实施步骤，对有志改革传统翻译教学的教师提供参考。

《建构主义的项目式翻译能力培养研究》适合广大高校开设翻译课程的授课教师、英语专业学生及相关专业领域的研究者们。

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书籍目录

- Abstract
- Chapter 1 Introduction
 - 1.1 Defining two terms
 - 1.1.1 Translation competence (TC)
 - 1.1.2 Market-oriented translation competence
 - 1.2 Research significance
 - 1.2.1 In discipline building
 - 1.2.2 In meeting translation market needs
 - 1.2.3 In developing translation pedagogy
 - 1.3 Purpose and questions: a-framework
 - 1.4 The feasibility of the research: a rationale
 - 1.5 A brief description of methodology
 - 1.6 The general organization of the thesis
- Chapter 2 A review of previous research
 - 2.1 Research on translation competence
 - 2.1.1 An evolution of definition
 - 2.1.2 Models of translation competence
 - 2.2 Research on professional translation competence
 - 2.3 Research on developing translation competence
 - 2.4 Empirical researchI
 - 2.4.1 Main concerns
 - 2.4.2 PACTE
 - 2.4.3 Mariana Orozco (2000)
 - 2.5 Summary
- Chapter 3 Constructivism and translation education
 - 3.1 Constructivism and its philosophical implications
 - 3.1.1 Origin and development
 - 3.1.2 Basic concepts
 - 3.1.3 Social constructivism
 - 3.2 Objectivism versus constructivism in education
 - 3.2.1 Objectivism and its philosophical implications
 - 3.2.2 Constructivist learning theories
 - 3.2.3 Objectivist versus constructivist pedagogy
 - 3.3 Constructivist project-based approach in translation education
 - 3.3.1 The project based approach (PBA)
 - 3.3.2 The project-based approach and constructivism
 - 3.3.3 Building a constructivist PBA model
- Chapter 4 Evolving a pedagogy model for developing translation competence
 - 4.1 The notion of market-oriented translation competence
 - 4.1.1 A review of existing studies
 - 4.1.2 Components of market-oriented translation competence
 - 4.2 A pedagogy for improving market-oriented translation competence

4.2.1 Using real-life or real-life-like situations

4.2.2 Market-oriented and project-based

4.3 Building a workable translation pedagogy model

4.3.1 The traditional translation classroom

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Chapter 5 An empirical study on developing translation competence

Chapter 6 Results and discussions

Chapter 7 Conclusion

章节摘录

Interpersonal Communication Skills and Translation Resources Management , followed by Physical and Psychological Conditions , Training , Working Attitudes and Behaviors , and finally Quality Management Skills , In addition , although the students have not made remarkable overall improvement of the sub-competence of Working Attitudes and Behaviors , their working attitudes do show considerable improvement; for example , they are more modest and cooperative in their work. However , their working behaviors are still undesirable in that they are not sensitive to their own rights , especially their deserved payment , since they regard the project as training and not a business activity. In Quality Management Skills , the students have failed to make remarkable progress for two reasons : (a) they are generally competent and can produce a good quality TT without much reliance on those skills , and (b) they are constrained by the objective conditions such as failure to receive feedback information from the client. (3) There is a statistically significant difference in TQ measurement collected at the first stage and those collected at the second stage. In addition , the mean value for each item of TQ at the second stage is larger than that at the first stage , which signifies an improvement in the students' translation quality. The students have made remarkable progress in the quality of their translated text , which testifies to the positive effect of an authentic translation experiences in cultivating engineering students TC. (4) There is a positive correlation between TC and the quality of the translated text , though with some TC components including B3 (Visits to the Factory and Workers) , C5 (Keeping the Latest Information of the Translation Project) , D3 (Attitude towards the Payment) and G2 (Awareness of Further Training in Translation Theories) , the correlations are low and not statistically significant , possibly due to the limited size of the subject group. Ethics (Component C) , Interpersonal Communication Skills (Component F) and Translation Resources Management (Component B) are the top three with a significant positive correlation with the quality in the translated texts. 7.2 Beyond the research questions : pedagogical implications of the study Findings of the present study have the following implications for translation teaching , especially applicable for EFL students , though directly related to ESL students as well. (1) Though market-oriented TC is an important component of overall translation competence , its development is largely overlooked in the traditional translation classroom. To meet the needs of a growing translation market , it is imperative to incorporate this training into translation teaching , which , traditionally has been characterized 'by a primary concern for the transfer of linguistic items and the study of related translation principles and methods. An awareness and recognition of this should be the starting point of any change or reform in curriculum , course plan , materials.

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