

PREFAZIONE

EDITORIAL PREFACE

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This issue of RITT is the second volume of the proceedings of the session “Translation teaching: bridging theory and the profession”, organized in 2010 by the Scuola Superiore di Lingue Moderne per Interpreti e Traduttori of Trieste within the conference “Emerging topics in Translation and Interpreting”.

In the first volume, particular emphasis was placed on the role that different linguistic, cognitive and cultural models can play in order to bring translation theory and training closer together. This second part is organized around three main topics: the interactions with the professional world, the impact of new technologies and the importance of corpora and terminography in specialized translation.

In the opening paper, Marco Fiola points out that translation scholars, educators and employers have not yet succeeded in finding a common ground that would be beneficial to future translators. After exploring the reasons for this persisting mutual distrust and focusing in particular on different views of translation quality, Fiola suggests that a better understanding of the dynamic multicompetence and of the social role of translators might contribute to a rapprochement between academia and industry.

The paper by the next two authors, Betül Parlak and Alev Bulut, follows a similar line of reasoning: it discusses how translation training institutions can contribute to make the profession more visible and to solve some problems which affect the translation market place, such as unfavourable working conditions, exploitation of student translators and above all plagiarism. Borrowing

some concepts from the field of sociology and basing their description on their own experience in Turkey, the authors show how the creation of an “action network” comprising academics, professional organizations and students may bring benefits to all parties involved.

Also Fiorenza Mileto pleads for more cooperation by showing through her personal experience how teaching and professional activity can take advantage of each other. The author, herself a professional, a trainer for companies and a university teacher, identifies three main areas as fundamental for the development of future translators: competences, tools and methodology. She further describes the implementation of a constructivist teaching model (Project-Based Learning), which has proven successful in better preparing students for the translation market.

The importance of academic education in the development of translational skills is the central idea of the next paper by Mitra Shahabi, Gilda Tataei and Maria Teresa Roberto. The authors postulate that people sharing the same linguistic competence reach different performance levels if exposed to different types of translation education. In order to verify this hypothesis, they developed a test measuring performance in 4 main domains: cognition, production, naturalness and translation techniques. The results show that, indeed, subjects who had attended a translation course improved their translation skills and did better than the control group.

The following two papers, by Erik Angelone and Kyriaki Kourouni, both advocate for an increased didactic application of technology-based methodologies initially developed for experimental research. Erik Angelone describes the advantages of this approach within the context of process-oriented training. After an overview of the main existing methodologies, the author focuses on screen recording and proposes three activities, i.e. the analysis of information retrieval efficacy, of the immediate post-pause activity and of problem solving at the textual level, which have been tested with some students and have demonstrated their effectiveness in enhancing problem awareness. Also Kourouni's paper revolves around the use of new technological tools in the translation classroom. The author illustrates the criteria which were considered in a research project aimed at analyzing the performance of undergraduate students using different methodologies, i.e. eye tracking, screen recording and keystroke logging. Her major concern was to identify a tool that would allow both to achieve direct benefits for the students and to ensure experimental validity.

The didactic potential of e-learning is explored by Emmanuela Meiwes, who develops a cooperative translation activity using the Moodle platform. The principle behind this project is “co-translation”, a term coined by the author in analogy to “co-writing” and designating a collaborative translation carried out by students in a partially virtual learning community. The author continuously monitored the experience and concluded that this kind of activity can sensitize students to translation problems and help them to develop various competences.

Among the technologies already widely used by translators, a special place is occupied by Translation Memories, which are the subject of the next paper by Adrià Martín-Mor. In his research, the author tries to ascertain whether the use of these CAT tools influences the translated texts, focusing on the aspect of linguistic interference. In particular, the paper describes the results of a pilot study, which have led to some changes in the methodology and seem to suggest that the software indeed exerts an influence on the behaviour of translators and on the translated texts.

Paola Valli presents her PhD research project which investigates the relation between translation problems and language combination analyzing the use of a specific tool, i.e. a multilingual concordancer, within the framework of translation at EU institutions. After briefly sketching the translation services and the CAT tools available to EU translators, the paper describes the concordancing software, which offers optimal conditions for a large-scale study, and the methodology adopted for a pilot study within the research project.

The following two papers both deal with corpora. Tamara Mikoli Junič illustrates the usefulness of monolingual and parallel text collections in translation teaching, not just in order to provide solutions to lexical problems, but also to guide the student's stylistic and syntactic choices. As the author shows through examples concerning the phenomenon of nominalization in Slovene and Italian, corpora can help identify areas of divergence between two languages and suggest possible translation options, also in relation to different text types.

Gianluca Pontrandolfo's paper is a survey of existing specialized corpora of legal language. Focused on three languages (English, Spanish and Italian) and with a strong emphasis on the subject area of Criminal Law, the survey is addressed to both researchers and translators and is conceived as a practical guide so as to allow rapid consultation. The paper stems from the author's PhD research project, aimed at a qualitative and quantitative analysis of legal phraseology, an aspect that has not been studied systematically so far.

The last three contributions deal with terminology and terminography, very important "building blocks" in the training of future professional translators.

In his paper, Christian Vicente discusses the role of terminology in specialized translation and specifically tackles some "myths" (such as the biunivocal relationship between terms and concepts) that are still widespread in translation teaching. Drawing on examples from various domains, the author shows how "real" terminology sometimes departs from idealized principles, and points out that future translators should be aware of the problems posed by instability, inaccuracy etc. in order to ensure translation quality through a "soundly critical attitude" towards terminological issues.

Alessandra Lombardi and Costanza Peverati present an ongoing project aiming at the development of a multilingual terminological and textual database for the field of tourism. Taking as their starting point an analysis of typical inaccuracies that can be found in translations of tourist texts, they stress the impor-

tance of providing the translator with rich conceptual/encyclopedic, linguistic and stylistic/textual information. One of the most interesting features of the new database is the focus on phraseology, which is considered one of the key aspects for the production of natural-sounding and effective translated texts.

In the last paper, Katia Peruzzo describes the preliminary results of her PhD research project on the terminology of a specific legal subfield, i.e. the standing of victims in criminal proceedings. The analysis of a corpus of EU texts allows her to identify the main characteristics of legal terminology employed in a multi-judicial setting, namely conceptual asymmetries leading to various degrees of equivalence, polysemy and synonymy. From a terminographic point of view, the complexity observed in the “real” behaviour of terms calls for new solutions that could benefit from the integration of ontological methods.

The issue is completed by a review and a homage to two scholars who have made the history of translation: Eugene Nida and Peter Newmark.

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