

Contents

1 General introduction.....	11
1.1 Purpose of the book.....	11
1.2 Personal background.....	13
1.3 Structure of the book.....	15
2 T&I practice, training, pedagogy and research	17
2.1 T&I practice and training in the 21 st century	17
2.2 Major pedagogical approaches in T&I training.....	28
2.3 Translator and interpreter trainers.....	36
3 Training <i>practisearchers</i> to cross the practice/research divide.....	39
3.1 What divide?	39
3.2 Origins and development of the vocational/academic dichotomy.....	48
3.3 How can the divide be crossed?.....	54
3.3.1 Can practice and research inform each other?	55
3.3.2 The role of research and theory in T&I training.....	62
3.3.2.1 Academisation of T&I training.....	63
3.3.2.2 Vocational training or academic education?	66
3.3.3 A student-centred approach to T&I training and education	72
3.3.3.1 The constructivist approach vs. the instructivist approach.....	73
3.3.3.2 Metacognition and T&I training and education	76
4 Future directions	81
4.1 Who should train future <i>practisearchers</i> ?	81
4.2 Could a practice-informed research approach constitute an acceptable model for academic recognition of T&I practice?.....	87
5 Case studies and examples.....	93
5.1 Literary interpreting	94
5.2 Digital pen technology	100
5.2.1 Digital pen technology and note-taking training	101

5.2.2 Digital pen technology and a new hybrid mode of interpreting...	109
5.2.3 Developments in training, research and in the profession.....	121
5.3 Translation process and product-oriented evaluation	124
6 Conclusion.....	137
Reference list.....	139