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The significance of developing reading skills in translator and language teacher training

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Abstract

Keywords:

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1. Introduction

2. About the measured skills and strategies

2.1. Reading comprehension—definitions, skill development and assessment

2.2. Reading strategies

reading comprehension strategy

2.3. Reading for translation

process

skimming

scanning

exploratory reading

close reading, rereading

reading to integrate

revision reading/spot reading/proofreading

3. The instruments used in the survey

I have a purpose in mind when I read; I think about what I know to help me understand what I read; I take an overall view of the text to see what it is about before I read it; I think about whether the content of the text fits my reading purpose; I review the text first by noting its characteristics like length and organisation; when reading, I decide what to read closely and what to ignore; I use tables, figures and pictures in text to increase my understanding; I use context clues to help me better understand what I am reading; I use typographical features like boldface and italics to identify key information; I critically analyse and evaluate the information presented in the text; I check my understanding when I come across new information; I try to guess what the content of the text is about when I read; I check to see if my guesses about the text are right or wrong.

I read slowly and carefully to make sure I understand what I am reading; I try to get back on track when I lose concentr to o guess

4. The results of the survey

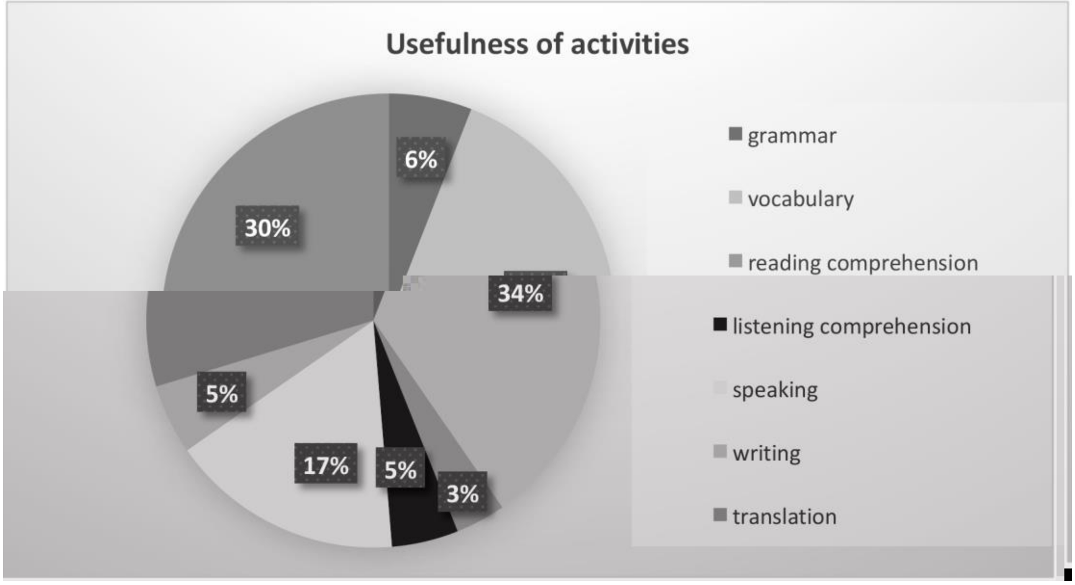

Figure 1. Usefulness of language learning activities

Table 1. Awareness of GLOB strategies

Mean	Number of respondents	%

Table 2. Awareness of PROB strategies

Mean	Number of respondents	%

Table 3. Awareness of SUP strategies

Mean	Number of respondents	%

Table 4. Averages for the whole instrument

Mean	Number of respondents	%

Table 5. The group's means for the three strategies and the overall mean

GLOB	PROB	SUP	Overall

I use tables, figures and pictures in text to increase my understanding I try to get back on track when I lose concentration I use reference materials (e.g., a dictionary) to help me understand when I read I critically analyse and evaluate the information presented in the text I stop from time to time and think about what I am reading I ask myself questions I like to have answered in the text

Reading comprehension strategies. Theories, inventions, and technologies

Anyanyelvoktatás. Uj kihivasok—a tudas fogalmanak valtozasa

Discourse and the translator.

Magyar Pedagogia, 114

Magyar Pedagogia 109

Reading comprehension strategies. Theories, inventions, and technologies

Journal of Educational Psychology, 94

Journal of Developmental Education, 25

A textbook of translation

International Journal of English Language & Translation Studies, 5

Anyanyelvoktatás. Uj kihivasok—a tudas fogalmanak valtozasa

Reading for understanding. Toward an R&D program in reading comprehension

Az olvasas kezikonyve szuloknek, pedagogusoknak. a funkcionális analfabetizmustol az olvasasi strategiakig

Magyar Nyelvor, 130

The International Journal for Translation & Interpreting Research, 4

Proust and the squid: the story and science of the reading brain

Olvasasi strategiak