

Friday 28 June 2019

Second Morning Session: 11:30 – 13:10

| Room A 11:30 – 13:10 | Room B 11:30 – 13:10 | Room C 11:30 – 13:10 | Room D 11:30 – 13:10 |
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| <p style="text-align: center;">Curriculum Development Moderator: Barbara R. Ridener, Florida Atlantic University (United States)</p> | <p style="text-align: center;">Gamification Moderator: Martin Laba, Simon Fraser University (Canada)</p> | <p style="text-align: center;">Education and Healthcare Moderator: Ann Marie O'Brien, Athlone Institute of Technology (Ireland)</p> | <p style="text-align: center;">Studies on Languages Moderator: Nahed Emaish, University of Jordan (Jordan)</p> |
| <p>Thinking and Learning in the Postnormal Era: How Might we Respond to a Curriculum that Embraced Diverse Perspectives and Contested Issues? <i>Nigel Coutts, Redlands: Sydney Church of England Coeducational Grammar School (Australia)</i></p> <p>From Effective to Versatile School: The Role of Leadership in Shaping Change <i>Maria-Antònia Guardiola, Open University of Catalonia (Spain)</i></p> <p>Transforming Business Schools: Education for Environmental Sustainability <i>Naz Onel, Stockton University (United States)</i></p> <p>Factors Influencing Teachers on a Competency-Based Curriculum Reform Implementation <i>Mohamed Suleiman, University of Leeds (United Kingdom)</i></p> | <p>Phrasal-Quest: Designing a Game-Based Storytelling Approach to Teach English Verbal Multi-Word Expressions <i>Annalisa Raffone, "L'Orientale" University of Naples (Italy)</i></p> <p>Gamified Physics Classes, at Higher Education <i>Carlos Renato Zacharias, São Paulo State University (UNESP) (Brazil)</i></p> <p>Using Wargames for Teaching Social Sciences in Secondary Schools. An Erasmus+ Experience <i>Alonso Mateo Gómez, University of Castilla La Mancha (Spain)</i></p> <p>Edu-larp Paths in Education: A Pedagogic Research on Ethnic Prejudice and Empathy through Games <i>Andrea Maragliano, University of Genoa (Italy)</i></p> | <p>Designing a Professional Development Program: An Action Research Project <i>Jennifer Kelly, RMIT University (Australia)</i></p> <p>Science & UniReady: Tailoring an Online Preparatory Workshop for Successful University Transition and Academic Performance in Health Sciences <i>Jacqueline A. O'Flaherty, University of South Australia (Australia)</i></p> <p>Deepening Understanding on Pharmacy Practice through Experiencing in Virtual Reality and Mobile-Health Patient Application <i>Paula Hodgson, The Chinese University of Hong Kong (Hong Kong)</i></p> <p>A Multi-Dimensional Theoretical Framework to Support the Learning Needs of Medical Specialists <i>Cristiana Palmieri, Royal Australasian College of Physicians - University of Sydney (Australia)</i></p> | <p>Web 2.0 Technology Integrated Personalized Learning in a Communication Language Teaching (CLT) For CEFR B2 Level of English for Academic Purposes (EAP) <i>Rumondang Miranda Marsaulina, Institut Teknologi Del (Indonesia)</i></p> <p>Lexicographic Reflection Of Leech's Seven Types Of Meanings In English-Albanian And Albanian-English Dictionaries <i>Miranda Enesi - Ekaterina Strati, Aleksander Moisiu University (Albania)</i></p> <p>Night-Owls and Larks: Shedding Light on Cultural Competence in Translator Training <i>Isabel Chumbo, Polytechnic Institute of Bragança (Portugal)</i></p> <p>Syntactic Properties of Legal Language in English and Albanian <i>Ekaterina Strati - Miranda Enesi, Aleksander Moisiu University (Albania)</i></p> |

Lunch 13:10 – 14:30

Future of Education

Night-Owls and Larks: Shedding Light on Cultural Competence in Translator Training

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Abstract

Translator training is viewed as highly practical. However, future translators are also trained through theoretical approaches and with a strong focus on the acquisition of a set of competences which will make their future as professionals uncomplicated. One of these competences includes cultural knowledge. Cultural competence is a fundamental skill of communication in a multicultural world, revealing itself paramount in the understanding of any type of text the translator has to deal with. Therefore, developing and consolidating this competence should be a major concern when training future translators. The aim of this article is to shed light on the acquisition, use and practice of cultural competence. Based on the Task-based learning teaching (TBLT) methodology and taking into account the different learning styles of our students, several text types and genres were analysed in the English language course of a master's degree in Translation in Portugal, namely through literary texts and the language of headlines. We shall then present some diagnosed and identified problems students felt during hands-on work focusing on this competence, convey some examples that have been worked upon and finally give recommendations on how to overcome this constraint in both learning and teaching perspectives.

Keywords: Translator training, cultural competence, TBLT, English language course, learning styles;