WIDENING THE RANGE OF RESEARCH IN TRANSLATION EDUCATION
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It is with great pleasure that I announce that Current Trends in Translation Teaching and Learning E has been accepted for indexing in the Emerging Sources Citation Index, a new edition of Web of Science™. Content in this index is under consideration by Thomson Reuters to be accepted in the Science Citation Index Expanded™, the Social Sciences Citation Index®, and the Arts & Humanities Citation Index®. The quality and depth of content the Web of Science offers to researchers, authors, publishers, and institutions sets it apart from other research databases. The inclusion of Current Trends in Translation Teaching and Learning E in the Emerging Sources Citation Index demonstrates our dedication to providing the most relevant and influential Translation Studies content to our community. This issue of CTTL E presents a selection of papers from a number of countries representing a variety of perspectives related to translation education. Furthermore, our webpages are getting around 450 hits per week including 145 new guests.

Ralph Krüger and Jesús Serrano Piqueras from Cologne University of Applied Sciences use the theoretical framework of situated translation, which stresses the situation-dependence of the intelligent human action of translation to review Göpferich's model of translation competence and illustrate how specific subcompetencies

of this model can be linked to and are reflected in the design of their translation course.

Bin Liu, from Kent State University, examines curricula offered by selected US universities as regards to customized field concentration requirements, and individual preferences to job-market realities while maintaining the essence of academic training in core program requirements.

Purificación Meseguer and Marina Ramos from the University of Murcia, Spain, examine learning through real assignments in audiovisual translation classrooms. They found that working with professional assignments in the translation classroom can foster students' motivation and improve the quality of their performance.

Andy Lung Jan Chan from the Community College of City University in Hong Kong utilized a curricular analysis of the undergraduate translation programs offered by five Hong Kong universities.

From the University of Helsinki, Mari Pakkala-Weckström's paper discusses the different research methods that second-year undergraduate translation students employ for their homework focusing on their own work reports (or translation commentaries) on five homework assignments representing different genres: a tourist brochure, a popularized science column, two food recipes, an EU report, and a page from an art history textbook.

Mohammad Ahmad Thawabteh from Al-Quds University, Jerusalem, presents an article on the difficulties of sight translation and training translators to sight translate.

Ioannis E. Saridakis' paper from the University of Athens examined Gideon Toury's probabilistic laws of interference and growing standardization. The paper focuses on interference, by analysing synchronically the lexico–semantic and stylistic performance of trainee translators in technical and scientific discourse.

Ping Yang from the University of Western Sydney contributed an interesting article funded by the Australia-China Council which focuses on teaching cultural diversity through translating two books on Australian Aboriginal culture. Using Grounded Theory (GT) the participants developed learner autonomy in exploring the project-relevant using relevant translation theories, applied translation techniques, and project-based learning.

Kelly Washbourne also from Kent State University contributed a study that considers the pedagogical usefulness of failed translation. It argues a case for failure in the creative process, as a necessary component of the information loop inherent to all writing, and as a prompt toward the student's tolerance of ambiguity, resilience-building, and the self-correction necessary towards failure management and maturity as an autonomous translator.

After a double blind review process, selected papers were published in this volume. There is also a companion

website located at http://www.cttl.org. I would like to express my heartfelt thanks to the following individuals: the writers for submitting their contributions to a blind review process, because without their courage and effort an edited collection like this would not be possible; the members of the editorial review board for their thoughtful and timely reviews. I would also like to warmly thank Matias Tamminen, Niina Nyberg, and Lauri Vaalasranta from the University of Helsinki for their editorial assistance as part of their project work course. Their dedication to this project and keen eye have contributed to the high quality of this volume. I would also like to thank Anni Haapalainen and Tiia Tsurkka. I hope the readers will find reading Current Trends in Translation Teaching and Learning E both interesting and rewarding.

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