Learner-centered Approaches to Interpreter and Translator Training:
Perspectives from Iran

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Description:

In light of the fact that we are moving away from teacher-centered instruction towards learner-centered education as an important paradigm shift in learning habits, learner-centered approaches to interpreter and translator training begin to emerge under the impact of a variety of important factors, from technological innovation to (re)adjusted or reshaped curricula, to evolving teaching practices and methodologies. This edited volume offers insights, from Iran, into the role such driving forces play in the emergence and success of learner-centered approaches to teaching interpreting and translation.

What should the submitted chapters consider?

With an international readership in mind, the Editor is looking for original research-based contributions which delve into innovative learner-centered approaches to interpreter and translator training in Iran.

Relevant themes that may be addressed include (but are not limited to):

- Recent trends in blended learning in interpreter and translator training;
- Innovative approaches to information and communication technology (ICT) as applied to teaching interpreting and translation;
- Computer-aided/assisted translation (CAT) tools in translation curricula;
- Corpora use in interpreter and translator training;
- Specific challenges to interpreter and translator training under the impact of technologization;
- Problem-based learning in interpreter and translator education;
- Competence-based training curricula for interpreters and translators;
- Feedback in the classroom vs. feedback in blended learning environments for interpreter and translator training;
- Metacognitive strategies in interpreter and translator training;
- Adopting a social constructivist approach to interpreter and translator training;
- Innovative methods and techniques to motivate interpreting and translation trainees;
- Ergonomics.

About the Editor:

Vorya Dastyar has practiced and taught translation and interpreting for years, and has written several dictionaries in both fields. His most recent reference work, with Cambridge Scholars Publishing, is *Dictionary of Education and Assessment in Translation and Interpreting Studies (TIS)* (2019).

Submission Requirements:

Abstracts: 500 words
Required word count for full chapters (with everything from tables to references included): no more than 8000 words

All chapters submitted should conform to the grammar and formatting guidelines provided by Cambridge Scholars Publishing, which can be viewed here: https://www.cambridgescholars.com/pages/forms-guidelines.

Unless agreed with the Editor prior to submission, referencing should be in Chicago style.

Any work submitted for publication should be free of copyright restrictions, and a statement should be submitted in support of this.

Contributions should be scholarly based, rather than anecdotal or unverifiable.

Contributions must be wholly in English, excluding footnotes, appendices, and short extracts for translation.

While we will perform pre-press evaluations on the collection, we do not provide full copyediting services, so we ask that works are submitted to us in their final, 'ready-to-go' form.

How to Submit?

You should submit to the Editor a completed proposal form, alongside a copy of your work for their review. This submission should be made directly to the address at the top of this page.

If you have any questions about the collection, prior to your submission, please contact the Editor.

Timeline:

Deadline for submission of abstracts: 1 July 2021
Deadline for submission of full chapters: 10 November 2021

All works should be submitted to the Editor, at the address provided at the top of this document.

The Editor will review these personally to consider their inclusion in the work. Should the Editor approve the chapters, you will then be asked to complete an agreement for the publication of these chapters. **It is essential that this agreement is completed in order for your work to be printed.**

Once the Editor has approved the chapter, and has received your contributor agreement, these will then be sent to Cambridge Scholars as a complete collection for pre-press reviews and publication. **As such, it is essential that the work you submit to the Editor is finalized and has been thoroughly proofread.**

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