



# International Journal of Interpreter Education

## Call for Manuscripts

**Rolling deadline: Articles placed in volumes on completion of review process**

The International Journal of Interpreter Education, published by the Conference of Interpreter Trainers, is a refereed journal that specializes in the education of spoken and signed language interpreters for the purpose of promoting dialogue through evidence and practice-based research. Manuscripts are sought from translation and interpreting pedagogy scholars on the following topics:

### *Interpreter Education and Training*

- History of the profession
- World perspectives, philosophies and practices
- Curriculum
- Lesson plans and activities
- Learning environments
- Student psychological and social factors
- Testing and Evaluation

### *Second Language Learning*

- Second language acquisition theory and models
- Curriculum
- Language and culture
- Language activities
- Team teaching
- Testing and Evaluation

### *Educational Theory*

- Adult education
- Educational models

### *Programming and Administration*

- Program administration and institutional issues
- Program philosophy and design
- Faculty
- Accreditation
- Student entry and exit competencies
- Language Labs
- Generalist and specialist education
- Program assessment
- Distance education

### *Interpreting Research*

- Findings of interpreter research
- Research frameworks and disciplines
- Theory to practice
- Teaching research

### *Interpreting Practice*

- Teaching ethical decision making
- Education to practice gap
- Internships and mentoring
- Testing and Evaluation

**Volume 3** has just been published in November 2011, and we are now looking for submissions for future volumes (2 per year) for all of the following sections:

### **Research Articles:**

Theoretical evidence-based research articles that present findings from research on, or related to, interpreter education and training.

### **Commentary:**

Practice-based presentations or reviews of reflections on educational practices and teaching activities.

### **Open Forum:**

The editors invite publishable interviews with leading scholars, transcripts of debates or presentations of case studies that extend our understanding and analyses of trends in interpreter education and training.

### **Student work section**

Publications of graduate students' MA or PhD research on interpreter education

### **Dissertation abstracts:**

Abstracts of Masters or PhD dissertations related to interpreter education.

See Notes for Authors at [www.cit.asl.org/journal.html](http://www.cit.asl.org/journal.html) for specific requirements on submitting a manuscript for publication consideration.

Manuscripts that do not conform to submission requirements will be returned to authors

**Submit manuscripts to: [CITjournaleditor@gmail.com](mailto:CITjournaleditor@gmail.com)**

Conference of Interpreter Trainers

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## Examples of articles from Volumes 1 (2009), Vol 2 (2010) & Vol 3 (2011)

### VOLUME 1

#### Research Articles

*Characteristics of an Interpreting Situation with Multiple Participants: Implications for Pedagogy*  
Masato Takimoto

*One Interpreter Education Program, Two Sites: A Comparison of Factors and Outcomes*  
Karen Petronio and Kimberly Hale

#### Commentary

*The Experiential Learning Theory and Interpreter Education*  
Jessica Bentley-Sassaman

### VOLUME 2

#### Research Articles

*Training for Interpreting in Mental Healthcare in Ireland*  
Krisztina Zimányi

*Teaching Goals of Interpreter Educators*  
Steve Fitzmaurice

#### Commentary

*Effective Strategies for Teaching Consecutive Interpreting*  
Debra L. Russell, Risa Shaw, and Karen Malcolm

*Skill Transfer from Sight Translation to Simultaneous Interpreting: A Case Study of an Effective Teaching Technique*  
Stanley Zhongwei Song

### VOLUME 3

#### Research Articles

*Teaching pragmatics as interpreter training*  
Annette Sachtleben

*Developing expertise through a deliberate practice project*  
Trudy Schafer

#### Commentary

*Striving for an "A" grade: A case study of performance management of educational interpreters*  
Karen Bontempo & Bethel Hutchinson