

## CALL FOR CHAPTERS PROPOSALS

**Proposal Submission Deadline: 01 March, 2021**

### ***Instrumentalising Foreign Language Didactics in Translator and Interpreter Training: Methods, Goals and Perspectives***

A book edited by Olaf Immanuel Seel (Ionian University of Corfu, Greece), Silvia Roiss (University of Salamanca, Spain), Petra Zimmermann-González (University of Salamanca, Spain)

**We are inviting chapter proposals for a volume entitled *Instrumentalising Foreign Language Didactics in Translator and Interpreter Training: Methods, Goals and Perspectives*.** John Benjamins seriously considers publishing the collection pending review.

#### **Introduction**

Although translation and interpreting competence and their particular sub-competencies have, to a degree, been dealt with in the discipline, didactic methodological discourse on how to teach B- and C- languages in translator and interpreter training is still scarce. Instead, a review of the field appears to indicate that B- and C-working languages are taught in translation and interpreting programmes randomly and with more or less a focus on grammar and lexis. Thus, an important element, for which there is a paucity of material, is how the field meets the particular needs and specificities of the translation and interpreting students as a specific target group. Heretofore, the less than systematic and narrow focus has not taken these needs seriously into account, something that needs to be rectified.

#### **Objective of the Book**

We believe that in translator and interpreter training, foreign languages have to deal with the specific needs of the profession, by this we posit that teaching these students should take into account the specific target group demands. Examples of these needs include but are not limited to the variety of pragmatic aspects, such as specificity of the mother tongue, training and professional demands including specific skills, different text types and classes, different interpreting modes and settings, as well as different societal demands. This would transform foreign language teaching in translator and interpreter training into a more target-specific, heterogeneous and effective activity which would also more harmoniously fit into the discipline's curriculum.

To reach this end, we contend that foreign languages didactics and its methodological and heuristic tools are such that they can be instrumentalised and successfully combined with theoretical tools and approaches in translation studies. The ultimate goal of the proposed volume is to gather well-articulated contributions that, while theoretically well-grounded, offer, however, as their main focus didactic and methodological strategies and approaches which are practical and readily applicable in real-class language teaching in translator and interpreter training. We endeavour that this volume's practical use will be particularly constructive, contributing by its both theoretical and practically oriented output to the amelioration of translation/interpreting competence in translator and interpreter training.

#### **Target Audience**

The intended readership of the book are predominantly researchers in translation/interpreting studies, translation and interpreting teachers and students.

## PROPOSALS

We welcome contributions exploring the instrumentalisation of foreign language didactics in translation and interpreting training from both a theoretical as well as practical approach (either from a language-specific or cross-linguistic perspective but, in any case, with respect to B2-level of the CEFR and above).

### **Recommended topics include, but are not limited to, the following:**

- Implementation of foreign language acquisition theories in translator/interpreter training
- Linguistic theories of foreign language didactics and their implementation in translator/interpreter training
- Implementation of specific methodological/pedagogical tools and/or approaches based on foreign language didactics, either from a language-specific or a cross-linguistic perspective and their didactic efficiency for translator/interpreter training
- Fruitful combination of foreign language didactics and translation/interpreting theory
- Target-group-specific and/or language-level-specific and/or linguistic (sub)competence-specific and/or language issue-specific methodological/didactical approaches
- Competency-based learning (e.g., text-specific methodological/didactical approaches, self-assessment methods, media competency)
- Specific term-long lesson planning models
- L2- and L3-specific methodological/didactical approaches
- Emotional, cognitive and motivational aspects of foreign language learning in translator/interpreter training
- Implementation of technological tools and new technologies in foreign language teaching for translator/interpreter training
- Conceptualization of a competences profile in the foreign language teaching in translator/interpreter training
- Implementation of tools and methods of foreign language performance examination and assessment in translator/interpreter training
- Implementation of methods and tools of foreign language acquisition for prosody and pronunciation training in interpreter training
- Empirical studies on foreign language training needs for translators and interpreters
- Aims and perspectives of foreign language didactics in translator/interpreter training

### **Submission Procedure**

Researchers and practitioners are invited to submit by **01 March 2021** a proposal of 400–500 words (not including notes and references) with five keywords and a short bio to the editors at ([forlantransint22@usal.es](mailto:forlantransint22@usal.es)) clearly explaining the mission and concerns of his or her proposed chapter.

Authors will be notified by **30 March 2021** about the status of their proposals. Full chapters will be 5,000–8,000 words in length, **in English** (including notes and references) and are expected to be submitted by **30 June 2021**. All interested authors must consult the guidelines for manuscript submissions at <https://www.benjamins.com/downloads/guidelines/jb-guidelines-manuscript->

[submission-chicago.pdf](#) (please ignore the info in the frame at the top) prior to submission. All submitted chapters will be reviewed on a double-blind review basis.

Note: All submissions must be original and may not be under review by another publication. There are no submission or acceptance fees for manuscripts submitted to this book publication.

## **IMPORTANT DATES**

**01 March 2021:** Proposal Submission Deadline

**30 March 2021:** Notification of Acceptance

**30 June 2021:** Full Chapter Submission for peer review

**30 November 2021:** Review Results Returned to authors

**15 January 2022:** Deadline for revised versions of the chapters

**15 February 2022:** Revised versions send out for a second review (where appropriate)

**15 March 2022:** Second reviews returned to authors (where appropriate)

**31 March 2022:** Deadline for re-revised manuscripts (where appropriate)

**15 April 2022:** Final manuscript submitted in full to the publisher

**September 2022:** Publication date

**Inquiries can be forwarded to the editors at [forlantransint22@usal.es](mailto:forlantransint22@usal.es)**