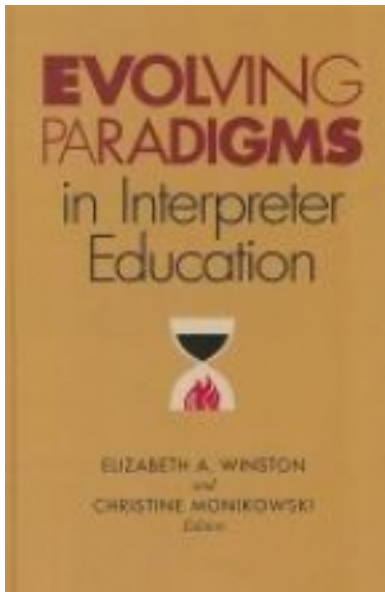


Evolving Paradigms in Interpreter Education



This volume brings together a cadre of world-renowned interpreting educators and researchers who conduct a rich exploration of paradigms, both old and new, in interpreter education. They review existing research, explicate past and current practices, and call for a fresh look at the roots of interpreter education in anticipation of the future. Expert commentary accompanies each chapter to provide a starting point for reflection on and discussion of the growing needs in this discipline.

Volume coeditor Christine Monikowski begins by considering how interpreter educators can balance their responsibilities of teaching, practice, and research. Her chapter is accompanied by commentary about the capacity to “academize” what has been thought of as a semi-profession. Helen Tebble shares research on medical interpreting from an applied linguistics perspective. Terry Janzen follows with the impact of linguistic theory on interpretation research methodology. Barbara Shaffer discusses how interpreting theory shapes the interpreter’s role. Elizabeth A. Winston, also a volume coeditor, rounds out this innovative collection with her chapter on infusing evidence-based teaching practices into interpreting education. Noted interpreter educators and researchers also provide an international range of insights in this collection, including Rico Peterson, Beppie van den Bogaerde, Karen Bontempo, Ian Mason, Ester Leung, David Quinto-Pozos, Lorraine Leeson, Jemina Napier, Christopher Stone, Debra Russell, and Claudia Angelelli.

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