

## Blended learning and interpreter training: Ljubljana meets Astrakhan

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Technology has changed the interpreting profession as well as interpreter training. In higher education, modern study programmes have begun to incorporate blended learning, a combination of face-to-face teaching and computer-mediated activities, the use of the World Wide Web, interactive boards, virtual learning environments, blogs, wikis, etc.

Blended learning in interpreter training is used mainly to facilitate pedagogical assistance, to provide easier access to resources, and of course for students to become familiar with the technology that they will likely use in the course of their career. However, in some regions, for instance Astrakhan, it is also used for overcoming geographical distances. This enables students to take exams, to enroll on courses and access resources, as well as to practice together with students from other schools, etc.

We present the results of a short survey among former and current MA students of interpreting at the University of Ljubljana and Astrakhan State University on the role of blended learning in interpreter training programmes, and students' attitudes towards different blended learning activities, from the use of the internet, language resources, the use of podcasts, video and audio materials, the use of social media, to participation in videoconferences and mock conferences. The results of a brief survey among teachers at both universities will be used to expose how trainers' attitudes towards the use of technology directly influence the attitudes of students. We conclude the presentation with a discussion of the different levels of preparedness for blended learning in each institution and attitudes towards the use of technology in interpreter training.