Blended learning in interpreter training: learner autonomy and curriculum design

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The talk aims at presenting the observations of blended learning techniques in interpreter training. These techniques are seen as a possibility to complement the usual classroom training methodology by showing the learners one more method for improving their personal interpreting skills and thus help them "learn to learn". My experience shows that online resources may be extremely effective for the purposes of blended learning while the students find them helpful when they are preparing to work at communicative events. Today the demands of the market and pressures at universities require modification of the existing programmes by giving students greater control over their learning and interpreting studies are not an exception. I am going to show that introduction of blended learning in interpreting studies and designing a specific group- or individual-work programme is a way forward in promoting a learner-centred approach.