

# Diversified interpreting training and diverse career opportunities versus traditional interpreting education

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## Abstract

The presenter dwells upon the future of interpreting training in the context of blended learning. Blended learning is not just a combination of traditional and virtual learning in the digital age, but also a way to prepare future graduates to the "blended profession" which is a reality of the 21st century with its changing paradigm of translation and interpreting jobs.

## Methods and Materials

The research included a combination of face-to-face classroom exchange with groups of students and computer-mediated activities with the use of the Internet, interactive boards, virtual learning environments, blogs, wikis, etc.,. The main motivation was a general one, based on the fact that technology and new market paradigms have changed the interpreting profession as well as interpreter training, and we wanted to gain an insight into students' attitudes towards the new developments. The surveys have been made repeatedly during 4 years with different groups of students and the results will be used to explore how technology and new market requirements are embedded in the interpreting training.



## Introduction

How was blended learning explained just a few years ago? As the combination of face-to-face classroom exchange and computer-mediated activities.

What is blended learning now? It has become much more complex: it's the combination of interpreting and translation training; "pen/pencil note-taking" training and "tablet/smartphone note-taking" training; traditional "booth+conference room" interpreting training + remote interpreting training; conference interpreter + conference manager training; machine translation + translation quality management training; translation and post-editing training; interpreter and PR/press-attache training.



## Results

The results of the research show that the new generation of students of MA Interpretation programs are very open to various potential career paths and are aware that they have to prepare themselves to career options that are not as clear-cut as they used to be decades ago. Most of them have given detailed answers to questions about the skills they need to acquire to be competitive and to start their professional lives. The analysis of real career paths of graduates and interviews with them allowed to make conclusions that:

- graduates of "Web 3.0" era very easily agree to remote interpreting jobs; they constantly use different devices and social media to get the information in the fastest possible way – including the information about new jobs possibilities;
- they have a high level of adjustment to the situations of combining jobs of different nature;
- their attitudes to being «blended professionals» are positive or neutral.

## Discussion

Generally we could call it training wider skilled communication experts who are media-savvy and well versed in bicultural and regional-specific branding.

All these new educational paths are blended learning – which means ways to make our graduates more competitive and flexible on the market; ways to face and deal with the changing paradigm of training new generation interpreters and translators. In the presentation of results, we decided to point out only those that shed light on the most significant similarities and differences between the two former concept of blended learning and the more complex concept of blended profession. We analyzed all open format answers based on the respondents' attitudes.

## Conclusions

The "blended profession" is a reality of the 21st century with its new framework of translation and interpreting jobs. What is the future of interpreting education? It will be multi-modal, multi-centric and multidisciplinary.

