

Blended Learning in Language and Interpreter Training

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Abstract

The dynamic and highly technological world around us is strongly affecting the ways in which we live our lives, learn and teach. It also has an effect on what is considered to be good teaching. Novel motivational strategies, methods and approaches to students' learning styles develop. Just as their students, the teaching staff is expected to be more and more tech-savvy. But what are the deeper theoretical implications behind the processes? The presentation will analyse some of the most essential aspects in the learning process: motivation and individualisation.

By way of introduction we will briefly review relevant aspects of motivation and individualisation theories. We move on to analyse how individualisation and increased responsibility affects students' capacity to become successful and independent life-long learners. The possibilities of applying blended learning (i.e. combined on-line + "in-class" learning) in university teaching for teaching language courses and in interpreter training will be analysed.

We demonstrate some recent on-line courses in the following formats: a) support to "live" classes; b) 100% on-line courses; and c) blended learning courses and analyse observe student feedback *viz a viz* the teaching experience in such e-learning environments.

We approach the topic through the prism of examining the possibilities for supporting and encouraging student-centred learning and increasing student responsibility in their learning process. The focus is on how motivation, individualisation and increased responsibility can be harnessed to affect students' capacity to become successful and independent life-long learners.