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**INDIVIDUAL WORK
AND GROUP PRACTICE
IN CONFERENCE
INTERPRETER TRAINING**



This paper attempts to provide an insight into the way self-training of aspiring conference interpreters is arranged at the St. Petersburg School of Conference Interpreting and Translation.

The St. Petersburg School of Conference Interpreting and Translation offers an intensive one-year course aimed at producing highly skilled conference interpreters, the limited time-frame notwithstanding. The Russian economic realities are such that capable and ambitious candidates seek to achieve the highest level of training within as short time as possible, fully aware that they will need another year afterwards to establish themselves properly in the market, which will entail additional effort.

The intensity of the course and the high expectations placed upon it require joint efforts of the students and the trainers, which makes a thoroughly balanced curriculum and well organized self-training of students especially important.

Self-training at the School is divided into group practice and individual work and is supervised by the trainers.

This division is driven by common sense, since interpretation (unlike translation, for example) is an active communicative process, and the acquisition of its specific set of skills, even through self-training, requires group work. At the same time, certain components of that skill set must be perfected by extremely intensive individual work, which would eventually produce the desired effect of quantity becoming quality.

The School monitors the students' progress towards the levels of achievement expected of them – as, I believe, every programme should. Each stage of the training process is geared to developing spe-