

Abstract

The theoretical-empirical thesis deals with the importance of self-assessment and peer assessment for interpreter self-training. The first part is focused on the theoretical foundations of the thesis. First, the thesis covers the question of interpreting quality, its definition, and the assessment of interpreting in interpreter training. The thesis then presents the expertise theory, both in general and in the field of interpreting studies specifically, and provides recommendations by several theoreticians as to how to apply this theory in interpreter training. The next chapter clarifies certain concepts from learning theory that often appear in literature on interpreting didactics. The theoretical part concludes with a presentation of two types of tools that can be used in interpreter self-training, namely e-learning tools and reflective diaries. The empirical part then analyses data collected in two pieces of research. The first of these is a questionnaire research that aims to map the self-training habits of MA interpreting students at the Institute of Translation Studies, Faculty of Arts, Charles University, and to find out whether the students, while self-training, act in line with the expertise theory. The second piece of research is focused on peer feedback that interpreting students give to each other, and on the user-friendliness of My Speech Repository, an e-learning tool for interpreting students.