

DOI: <https://doi.org/10.63332/joph.v5i6.2591>

Pre-Interpreting Preparation and Its Influence on Performance: An Empirical Study of Student Interpreters

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Abstract

This study investigates the student interpreters' perceptions of the most important component of pre-interpreting preparation strategy in interpreting. The study examines the perceived roles of three components; terminology, subject knowledge, and speaker familiarity. Based on a sample of 64 undergraduate students from the Translation program at Al-Azhar University. The data were collected through a structured questionnaire and SPSS was used to analyze the data. The results show that students perceive subject knowledge ($M=3.92$, $SD = 0.58$) as the most critical component in pre-interpreting preparation, followed by terminology ($M=3.67$, $SD = 0.38$), knowing the speaker ($M=3.48$, $SD = 0.45$). Detailed item-level responses support the notion that preparation strategies such as reading background texts and memorizing terminology greatly enhance the comprehension of the topic of discourse and the whole interpreting quality. The findings highlight the value of preparation in interpreter education and provide insights into how student interpreters prioritize different preparatory strategies.

Keywords: Student Perceptions, Preparation, Interpreting, Terminology, Subject Knowledge, Familiarity With Speaker.

Introduction

Interpreting is often regarded as a cognitively demanding activity which requires rapid comprehension, mental processing, and accurate delivery of spoken messages between two different languages. There are different components that influence interpreter performance and the quality of interpretation such as linguistic competence, note-taking, memory, attention, and strategic preparation. Within these factors, pre-interpreting preparation appears to play a crucial role since it can directly impact the interpreter's ability to handle cognitive load, understand the message, and render it fluently and accurately (Gile, 2009; Pöchhacker, 2016).

Despite this consensus, relatively few empirical studies have significantly investigated how student interpreters themselves perceive and prioritize different components of pre-interpreting preparation. This gap is particularly significant given the increasing pedagogical emphasis on learner autonomy and self-directed preparation in interpreter training and preparation (Pöchhacker, 2022; Lin & Wang, 2021). As interpreter education shifts toward blended and virtual formats, students are expected to take greater responsibility for preparing independently for tasks and assignments. Understanding which elements of preparation, they view as most essential can help refine teaching strategies and resource design.

Scholars have generally identified three major domains of preparation: subject knowledge, terminology, and familiarity with the speaker or speech (Setton & Dawrant, 2016; Gile, 2009).

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Subject knowledge refers to the interpreter's familiarity with the topic, concepts, and discourse conventions of a given field. A strong knowledge base enhances comprehension and allows interpreters to anticipate the speaker's intent, structure, and logic (Moser-Mercer, 2015; Albl-Mikasa, 2020). On the other hand, terminology preparation addresses the lexical demands of this task. Interpreters often use glossaries and term banks to ensure accurate and consistent lexical choices especially in specialized fields (Kurz, 2021; Zhao et al., 2023). The third component, which is familiarity with the speaker, means the knowledge of the speaker's accent, speech pace, the style of delivery, and prior work. Although less often emphasized in interpreter curricula, familiarity with the speaker can significantly affect the quality of interpretation (Zhao, Yu, & Wang, 2023).

In interpreter training or professional task, preparation is widely identified as essential strategy, especially when the interpreting task involves specialized topics, technical terminology, or unfamiliar speakers (Kurz, 2001; Agrifoglio, 2004). Effective preparation enables interpreters anticipate the structure and content of the speech, be familiar with key concepts, and reduce the risk of errors which may affect the quality of interpretation. However, the specific aspects of preparation that contribute most significantly to performance remain a topic of ongoing investigation.

The aim of this study is to explore the perceived influence of three key components of pre-interpreting preparation on interpreter performance:

1. **Terminology:** the knowledge and memorization of domain-specific terms;
2. **Subject knowledge:** background knowledge with the topic of the speech;
3. **Knowing the speaker:** awareness of the speaker's accent, delivery style, and linguistic features.

The focus of terminology dimension is on students' perceptions indicating how lexical preparation, particularly in specialized areas, affects their interpretation quality. Terminology is regarded as a core challenge in interpreting, as failure to recognize or render key terms can compromise the integrity of the message, which is the main objective of the interpretation task (Setton & Dawrant, 2016). Adequate preparation through glossaries and memorization of key terms is often recommended in interpreter training programs, in addition to being familiar with the pronunciation of these terminology (Gile, 2009).

Furthermore, subject knowledge which is the second dimension in this study, investigates how background familiarity with the topic of a speech along with reading texts and articles about the topic can influence comprehension and reformulation. Prior practical research has emphasized the role of subject knowledge in reducing processing effort, supporting anticipation, and enhancing memory retention during interpreting process (Li, 2010; Shreve et al., 2000). When interpreter is familiar with the topic, he/she will be more likely to grasp implicit meanings and manage coherence more effectively.

The third dimension in this study, familiarity with the speaker, is often overlooked in interpreting studies but can play a significant role in performance. This includes knowledge about the accent of the speaker, style of speaking, delivery speed and pace, and ideological perspective. Knowledge of the speaker enables the interpreter to create an image about the speaker and may allow the interpreter to anticipate the communicative intent, reduce confusion arising from unfamiliar pronunciation, and establish a better mental model of the message (Seleskovitch,

1978; Valero-Garcés, 2014).

Each of three components involves separately in the process of interpreting. Initially, terminology preparation or glossary list is essential for ensuring lexical precision, especially when working with unfamiliar content and discourse. Likewise, subject knowledge enables the interpreter to grasp the broader context and anticipate conceptual structures, which in turns facilitate the comprehension and memory retention. Nevertheless, according to Setton and Dawrant, (2016) knowing the speaker before the interpreting task may help interpreters to prepare for potential accent issues challenges or idiosyncratic delivery styles that may affect intelligibility.

To examine these components, this study used a structured questionnaire which was designed especially for this study. The questionnaire was distributed among targeted group students in the English Language and Translation program at Al-Azhar University, Gaza. The questionnaire consists of three main sections; each section was targeting one of the core dimensions of pre-interpreting preparation. The first section is terminology, it assessed students' attitudes toward the importance of compiling glossaries, memorizing terms, and the impact of unfamiliar terminology on comprehension and performance. The second section, subject knowledge, it explored the role of reading background texts or articles, watching videos, and having prior domain knowledge before interpreting. The third section examined how knowing the speaker's identity, accent, or delivery style might affect interpreting quality. It is worth mentioning that these three sections are preceded by general and personal information about the participants to ensure that they have the previous experience in interpretation.

A total of 94 responses were collected through an online platform, but only 64 questionnaires were deemed valid for analysis after data screening. 30 responses were excluded due to two main reasons, namely incompleteness and the participant does not have enough experience in interpretation. The decision to conduct this study online was necessitated by the ongoing war in Gaza, which made in-person and physical data collection impossible. Considering this limitation, the study pays a great attention on the pedagogical and practical implications of preparation in interpreter performance, without restricting its findings to conflict-related contexts or emergency.

The objective of the results of this study is to contribute to the broader field of interpreter education by identifying which aspects of preparation are perceived as most significant by interpreting students. By analyzing students' self-reported experiences and perceptions, this research aims to provide evidence-based insights into how preparation influences interpreting quality, insights that can inform curriculum design, professional practice, and interpreter training.

The study aims to answer the following questions by examining these three components of preparation: 1.) How do student interpreters perceive the role of terminology, subject knowledge, and knowing the speaker in improving their interpreting performance? 2.) Which of these components is perceived to play the most critical role in the process of pre-interpreting preparation?

By addressing these questions, the study aims to contribute to interpreter education by offering insights into how students prioritize preparation strategies. These findings may assist interpreter trainers in developing more targeted instructional approaches and in encouraging students to engage with preparation in more structured and strategic ways.

Ultimately, this study adds to the existing literature on interpreter education by shedding light on the relative importance of various preparation components in supporting effective interpreting

performance. They also offer practical implications for curriculum design, particularly in contexts where interpreters must prepare independently or under resource constraints.

Literature review

Pre-interpreting preparation has long been acknowledged as a cornerstone of successful interpreting performance. The term interpreting, especially consecutive interpreting and simultaneous interpreting, requires the interpreter to process and produce language in real-time under significant cognitive pressure (Gile, 2009). Pre-interpreting preparation strategies seek to enhance the quality of interpreting by reducing cognitive load, enhancing accuracy, and improving the fluency of the interpretation process. This literature review investigates the three core components of interpreter preparation: subject knowledge, terminology, and familiarity with the speaker. It examines their significance and influence on interpreter performance, focusing particularly on student interpreters.

Theoretical Frameworks

Gile's Effort Models

Gile's (2009) Effort Models remains as fundamental theoretical framework in all interpreting studies. Interpreting process is divided into different efforts in this model, mainly listening and analysis, short-term memory, production, and coordination. These efforts consume cognitive resources, and if the combined demand exceeds the interpreter's capacity, performance deteriorates. Pre-interpreting preparation strategy is appeared to reduce the cognitive load during interpretation tasks by enabling the interpreter to be familiar with content and context, which in turn improve resource allocation.

Cognitive Load Theory

Sweller et al., (2019) conducted the Cognitive Load Theory, which supports the notion that reducing extraneous cognitive load through preparation allows for more efficient processing of information. Regarding interpretation, this theory highlights that knowing the topic, terms, and familiarity with the speaker can help the interpreter to focus on core tasks rather than grappling with unfamiliar input.

Subject Knowledge and Interpreter Performance

The term Subject knowledge refers to the interpreter's familiarity with the topic or domain of the task, various studies have explained the significant role this component play in interpreter performance and the quality of interpretation. In a study conducted by Moser-Mercer (2015) the author emphasized that interpreters who have knowledge of the subject on discourse can anticipate key points, use accurate terminology, and maintain coherence in their performance. Similarly, Albl-Mikasa (2020) in his study, highlighted that subject knowledge has a great contributing in effective decision-making during the task, increase confidence, and supports logical flow in interpretation.

In the contexts of education and teaching, Wen and Hu (2022) explained that student interpreters trained in specific domains such as political or medicine, showed significantly better performance than other interpreters without receiving any training. The training activities include reading texts about the topic or domain of discourse. The authors suggested integrating subject-specific content into interpreter training curricula to bridge any gap between theory and practice.

Terminology Familiarity

Preparation of terminology is often highlighted in interpreter training as a critical phase. Setton and Dawrant (2016) argue that terminology competence is not just about knowing words but understanding how they function within a particular discourse community along with knowing how to pronounce them.

Kurz (2021) reviewed over twenty empirical studies and concluded that access to pre-task glossaries improves both accuracy and delivery. Glossaries help interpreters deal with low-frequency or specialized terms that could otherwise disrupt the flow of interpretation.

A study by Wang and Li (2023) using eye-tracking methods found that interpreters who engaged in terminology preparation demonstrated faster retrieval times and fewer self-corrections. This supports the view that lexical access, facilitated by preparation, significantly enhances interpreter fluency.

Familiarity with the Speaker

Knowing the speaker—understood as prior exposure to their accent, speaking style, or typical content—can also impact interpreting outcomes, although it is less frequently emphasized.

Mead (2015) suggests that interpreters familiar with a speaker's speech patterns can better predict and segment their input. Zhao et al. (2023) employed biometric and behavioral methods to show that interpreters with prior exposure to a speaker had lower cognitive load and higher comprehension scores.

However, this component is often seen as less controllable, especially in spontaneous interpreting scenarios. Al-Yousef and Ahmed (2021) argue that while beneficial, knowledge of the speaker is often a luxury rather than a standard part of preparation. Nonetheless, simulations or practice with varied speaking styles can somewhat replicate this advantage in training environments.

Student Interpreter Perceptions

Student interpreters often differ from professionals in how they perceive and approach preparation. Recent studies indicate that student interpreters often underestimate the value of certain types of preparation unless they are specifically taught to know their benefits (Bontempo & Napier, 2019).

Lorenzo and Sabio (2022), conducted a mixed-methods study, the authors found that students initially prioritized vocabulary lists over content understanding but shifted their focus after experiencing live interpreting challenges. Their study highlights the crucial role of experiential learning in developing effective preparation strategies. Additionally, students in crisis regions or resource-limited areas may have additional constraints on their ability to prepare effectively. According to Hussein and Alnajjar (2023) the authors observed that online training settings and limited access to resources minimized ability of the students to engage in comprehensive preparation, thus affecting negatively on the quality of interpretation.

Implications for Training and Practice

Effective pre-interpreting preparation requires practices and training programs to instill the importance of the three components of pre-interpreting preparation: subject knowledge, terminology, and speaker familiarity. Trainers of interpretation need to develop structured preparation tasks, simulations, and reflective practices to enhance these strategies, in other words,
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they need to ask student interpreters to practice regularly (Angelelli, 2019). They should also adapted curricula to different learning settings, including online and crisis-affected contexts. In fact, this study does not focus particularly on crisis interpreting, but it considers the current educational setting in Gaza, due to ongoing conflict, reflects the necessity for flexible and accessible preparation methods.

As we have seen, that subject knowledge, terminology preparation, and familiarity with the speaker, each element contributes to enhanced interpreting performance and the quality of interpretation. Various studies shows that subject knowledge and terminology are consistently prioritized for interpreters, fewer studies shows that familiarity with the speaker is still valuable, but it is often underestimated. In the context of student interpreters, structured training that emphasizes these components and adapts to contextual challenges is crucial for effective performance and advanced interpreting quality. This study builds upon these findings to examine how students at Al-Azhar University-Gaza perceive and prioritize these three components within their preparation strategies.

Methodology

Research Design

The design of this study adopted a quantitative, descriptive research to explore student interpreters' perceptions of the most critical components of pre-interpreting preparation. This study aims to measure and compare how students perceive the effectiveness of each of these three specific preparation components: terminology, subject knowledge, and familiarity with the speaker. A cross-sectional survey approach was used, which is well-structured for capturing self-reported attitudes and behavioral tendencies at a specific point in time (Dörnyei, 2007; Creswell & Creswell, 2018).

Participants

The participants in this study are the undergraduate students enrolled in the English Language and Translation program at Al-Azhar University-Gaza, all of whom had received prior training in consecutive and simultaneous interpreting. Initially, the questionnaire was distributed to 94 students; however, 30 responses were excluded due to incompleteness, lack of experience, or inconsistency, resulting in a final of 64 participants valid sample for the analysis. The selection criteria included students who had completed at least one interpreting course and had familiarity with both theoretical and practical aspects of consecutive interpreting. The participants were selected using a non-probability convenience sampling method, appropriate for educational settings where accessibility and relevance are more important than generalizability (Etikan, Musa, & Alkassim, 2016).

Instrument

The data were collected using well-structured questionnaire which was developed specifically for this study. The questionnaire was designed in alignment with previous research on interpreting performance and preparation (Gile, 2009; Kurz, 2001; Setton & Dawrant, 2016), and consisted of five main parts:

1. **General Information:** demographic questions (e.g., age, gender, language background).
2. **Training and Experience:** questions about interpreting training, exposure, and practical

experience.

3. **Terminology Section:** Likert-scale items assessing perceptions of terminology preparation.
4. **Subject Knowledge Section:** Likert-scale items on the role of topic familiarity.
5. **Knowing the Speaker Section:** Likert-scale items on how speaker familiarity (e.g., accent, delivery) affects performance.

Each of the three core sections (terminology, subject knowledge, and speaker familiarity) included 9 to 14 items rated on a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Several items were reverse-coded to ensure internal consistency and to control for response bias. The internal consistency of the questionnaire was supported by prior pilot testing and theoretical alignment with models of interpreter competence (Pöschhacker, 2016; Gile, 2009).

Data Collection Procedure

Due to the ongoing war in Gaza, the study was conducted entirely online using digital forms distributed through institutional communication channels. Students were invited to participate voluntarily, and informed consent was obtained electronically. The data collection phase occurred over a period of two weeks, and participants were instructed to respond independently and honestly.

The use of an online survey was deemed appropriate given the logistical constraints and the nature of the research questions, which focus on subjective perception rather than performance measurement. Online administration also ensured participant safety, confidentiality, and accessibility during a time of disrupted educational infrastructure.

Data Analysis

The data were coded and analyzed using IBM SPSS Statistics, version 26. Descriptive statistics were calculated to determine the mean and standard deviation for each questionnaire item and for each of the three major components. Composite scores were created for each preparation component:

- Total A for terminology-related items,
- Total B for subject knowledge items,
- Total C for speaker-related items.

These scores were computed using the mean of the relevant items, after reverse coding where necessary. An overall score (Total All) representing general preparation orientation was also calculated.

The emphasis in the analysis was placed on identifying which preparation components students prioritized the most, based on their composite mean scores. The results were interpreted in light of existing theories of interpreter competence and preparation (Setton & Dawrant, 2016; Gile, 2009).

Results

Descriptive statistical analysis was conducted to examine student perceptions of the three primary components of pre-interpreting preparation: terminology, subject knowledge, and knowing the speaker. This section shows the descriptive statistics of student interpreters' responses regarding the perceived importance of three major components of pre-interpreting preparation: terminology, subject knowledge, and knowing the speaker. Each section of them was evaluated using a 5-point Likert scale. The table 1 and figure 1 presented the mean scores and standard deviations of each component.

Component	N	Mean	Standard Deviation
Subject Knowledge	64	3.92	0.58
Terminology	64	3.67	0.38
Knowing the Speaker	64	3.48	0.45
Overall Preparation Score	64	3.69	0.38

Table 1: Mean Scores for Main Preparation Components

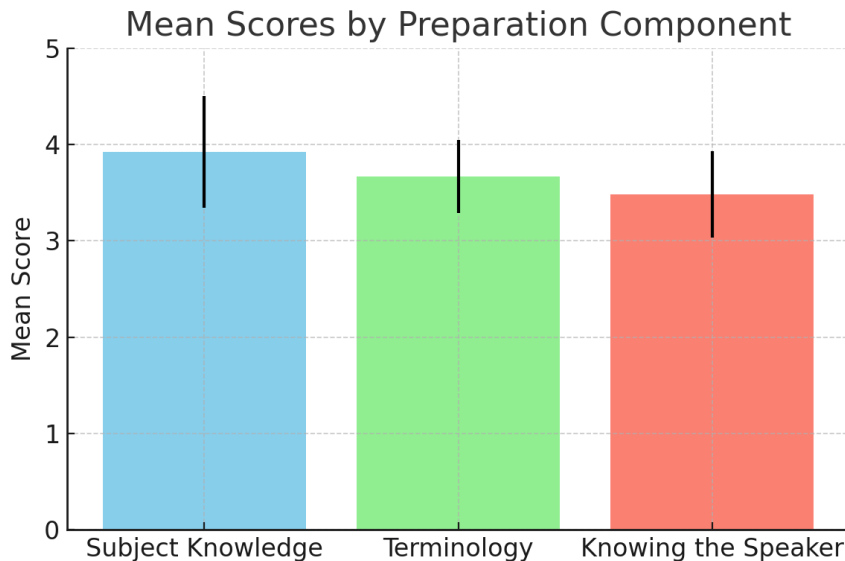


Figure 1: Comparison of mean scores for preparation components

Descriptive Statistics

As shown in Table 1 and Figure 1, student interpreters rated 'Subject Knowledge' as the most significant component of pre-interpreting preparation with a mean score of 3.92. This was followed by 'Terminology' (M = 3.67) and 'Knowing the Speaker' (M = 3.48). These results suggest that familiarity with the subject and relevant terminology are considered more essential in the pre-interpreting preparation than prior 'knowledge of the speaker'. The overall preparation score (M = 3.69) also reflects a generally high awareness of the importance of preparation among the respondents.

Interpretation of Results

This study's results reveal that the first component of the preparation process is subject knowledge, which student interpreters perceived as the most significant component of pre-interpreting preparation. These results are aligned with the recent research that highlighted the cognitive load imposed by unfamiliar topics during interpreting tasks (Gile, 2009; Albl-Mikasa, 2020). It is worth mentioning that familiarity with the topic reduces the processing burden and enables student interpreters to anticipate content, thereby enhancing overall fluency and accuracy (Moser-Mercer, 2015; Wen & Hu, 2022).

Terminology preparation also presented as highly effective component, reflecting its recognized role in supporting lexical access and increasing confident and mistranslations during interpretation process (Setton & Dawrant, 2016). Mastery of specialized terms allows interpreters to operate more confidently in practical or formal settings (Kurz, 2021).

In contrast, knowing the speaker presented as the least important of the three components, in fact, it still above the neutral midpoint (3.00). It is noteworthy, familiarity with the accent of the speaker, speaker's delivery rate, or discourse patterns may enhance prediction and comprehension (Mead, 2015; Zhao et al., 2023). The results suggest that students may view subject knowledge and terminology as the essential factors in the preparation process.

The findings are aligned with the Gile's Effort Model, which posits that reducing cognitive load through preparation allows more processing capacity to be allocated to listening, memory, and production during interpreting. Student in this study appear to intuitively prioritize preparation strategies that minimize uncertainty and cognitive overload in the interpreting process.

Overall Results of Pre-Interpreting Preparation

The results of this study show that student interpreters at Al-Azhar University–Gaza highly prioritize pre-interpreting preparation, with all three components; subject knowledge, terminology, and knowing the speaker rated as important to varying degrees. The overall mean score for all preparation items was 3.69 out of 5, reflecting a strong awareness among participants of the critical role preparation plays in enhancing interpreting performance and enhancing the quality of interpretation. Subject knowledge among these components was rated the highest ($M = 3.92$), highlighting that students perceive understanding the topic context improves comprehension and interpreting accuracy. The second component is terminology ($M = 3.67$), which students associate with clarity and confidence during interpreting. Finally, knowing the speaker received the lowest mean ($M = 3.48$), suggesting that while helpful, it is considered less essential than content and language knowledge, and always underestimated.

These results demonstrate that even in conflict-affected, resource-limited contexts such as the current situation in Gaza, student interpreters recognize that preparation is not optional but crucial to interpreter success. Their prioritization of cognitive and linguistic components over speaker familiarity suggests a pragmatic approach to preparation, one that focuses on maximizing control over key variables in interpreting performance.

Conclusion and Discussion

This study investigated the perceptions of student interpreters regarding three essential components of pre-interpreting preparation: terminology, subject knowledge, and familiarity with the speaker. The findings revealed a clear hierarchy in how students prioritize these components, with subject knowledge rated as most important, followed by terminology, and finally, knowing the speaker. These results offer meaningful insights into how future interpreters understand and engage in preparation processes, providing implications for interpreter training pedagogy.

Subject Knowledge as a Foundational Component

The highest-rated component, subject knowledge ($M = 3.92$), aligns with a substantial body of research emphasizing the value of subject knowledge in the whole interpreting process. Interpreters who possess prior knowledge of a topic have better ability to anticipate concepts, understand specialized content, and follow the argumentation of the speaker (Gile, 2009; Albl-Mikasa, 2020). Wen and Hu (2022) explained that background knowledge of the topic of discourse significantly reduces the cognitive load of comprehension, allowing more processing capacity for reformulation and delivery.

In this study, student interpreters consistently endorsed statements affirming the advantages of reading background texts before the interpreting task. This supports the idea that activating prior schemata facilitates deeper understanding and allows for more accurate and fluent interpretation. In addition, the findings are also in line with Moser-Mercer's (2015) suggesting that interpreting quality is closely tied to the ability of the interpreter to form a mental model of the discourse, which is largely dependent on familiarity subject.

Terminology as a Critical Lexical Resource

In this study, the second most important preparation component is terminology which rated as ($M = 3.67$), confirming it has a significant role in interpreter performance and the quality of interpretation. Inaccurate or unfamiliar terminology can disrupt comprehension and lexical retrieval, often leading to hesitation, approximation, or omission during interpretation (Kurz, 2021). The positive student ratings of statements such as *"I will interpret better if I have memorized terms related to the speech"* reinforce the necessity of deliberate terminological preparation.

This aligns with recent studies (e.g., Zhao & Zhang, 2023) that show terminology preparation improves both confidence and accuracy, especially in high-stakes or technical interpreting situations. Students' awareness of the impact of terminology on message clarity suggests that interpreter training programs should continue to emphasize terminology research, glossary-building, and retrieval strategies as part of their core curriculum.

Interestingly, some students still endorsed the belief that guessing terms from context is sometimes feasible, indicating a perceived balance between preparation and in-task inferencing. This reflects the dual nature of interpreting competence, where both preparation and adaptability are key (Setton & Dawrant, 2016).

Knowing the Speaker: Useful but Less Prioritized

Knowing the speaker, although rated lower ($M = 3.48$), was still seen as beneficial, particularly in relation to accent familiarity and delivery style. While not as highly prioritized as subject knowledge or terminology, students agreed with statements such as *"I will interpret better if I*

have read about the speaker” and “Unfamiliar accents often distract me.”

These results reflect what Zhao et al. (2023) describe as the “listener-speaker fit,” where interpreters familiar with a speaker’s accent or rhetorical habits experience lower cognitive load and improved accuracy. However, students may view this type of preparation as less actionable or less within their control, which may explain its relatively lower ranking. Mead (2015) notes that speaker-related challenges are often spontaneous and dynamic, requiring adaptive rather than preemptive strategies.

Implications for Interpreter Education

The findings of this study offer different implications of training programs for interpreters. First, the strong emphasis on subject knowledge and terminology indicates the importance of structured preparation activities, such as topic briefings, terminology lists, and background reading texts. These strategies should be formally integrated into interpreting courses, with clear instructions on how to prepare effectively for different interpreting contexts. Second, while speaker familiarity scoring the lowest component and presented as less prioritized, its role should not be underestimated due to its importance in managing speech delivery challenges and reducing stress during interpreting. Incorporating exercises and practices that expose students to a variety of accents, speeds, and speaker styles can build their resilience and flexibility (Timarová & Ungoed-Thomas, 2020). Finally, the results reflect a broader pedagogical theme: students value preparation strategies that reduce uncertainty and enhance control over the interpreting task. This is consistent with Gile’s (2009) Effort Models, which emphasize the limited processing capacity of interpreters and the benefits of reducing effort in one area e.g., comprehension, to improve performance in another e.g., memory or production.

Limitations and Recommendations for Future Research

This study significantly offers useful insights, but it is not without limitations. The sample was limited to one institution and was constrained by the use of self-reported data. The questionnaire design, while robust, does not measure actual interpreting performance, and future studies could benefit from triangulating self-perceptions with performance assessments.

Moreover, it would be useful to explore how these perceptions vary by experience level, interpreting mode (e.g., consecutive vs. simultaneous), or language combination. Longitudinal studies could also track how students' prioritization of preparation components evolves over time as their interpreting competence develops.

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