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The Role of Terminology Preparation in Enhancing Interpreters' Performance

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Abstract

This study investigates the effect of terminology preparation on the interpreter's performance, focusing on a politically complex topic namely annexation. Fifty undergraduate students enrolled in an interpreting course at the Department of English, Al-Azhar University-Gaza participated in a quasi-experimental pre-test/post-test design. Participants first completed an interpreting test administered online due to the ongoing war. Then, they were given a 15-page bilingual glossary containing key terms related to annexation. Afterward, they completed the same interpreting test. The results were analyzed using SPSS, and revealed a statistically significant improvement in performance regarding the terminology preparation, with mean scores increasing from 6.32 to 9.48 ($p < .001$). Although the results show a low pre/post-test correlation, the findings indicate that the glossary intervention had a strong and meaningful effect across all performance levels. This study highlights the pedagogical value of structured terminology preparation in interpreter training, particularly under crisis conditions and in under-resourced environments.

Keywords: Interpreter Training, Terminology Preparation, Glossary, Annexation, Interpreting Performance, Conflict-Affected Education.

Introduction

Interpreting is a cognitively demanding task that involves rapid decision-making, linguistic agility, and subject matter familiarity. Among the various factors influencing the performance of the interpreters, terminology preparation prior to interpreting has been increasingly recognized as a key contributor to accuracy, fluency, and overall quality (Gile, 2009; Pöchhacker, 2016). Terminology, as a core component of specialized discourse, poses a significant challenge, particularly when interpreters are required to work in highly technical or unfamiliar domains (Setton & Dawrant, 2016). Therefore, to reduce cognitive load and improve real-time language processing, a process of preparation that includes terminological research and memorization is crucial.

Kurz, (2001) and Kalina, (2000) indicated that the researches in interpreting have consistently indicated the necessity of preparatory strategies, which includes glossaries, background readings (Subject Knowledge), and contextual briefings. According to a study conducted by Mead, (2002) terminological preparation, in particular, allows the interpreters to anticipate key concepts and terminology, select accurate lexical equivalents, and maintain consistency across the interpretation. Angelelli (2004) stated that with the absent of sufficient preparation, interpreters

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may depend on approximation or paraphrasing, which may lead to loss of precision and even miscommunication, especially when interpreting legal or medical context.

Several researches conducted in this field indicated that there is a critical need for empirical studies that typically measure the influence of terminological preparation on interpreter performance, despite the general consensus on the importance of preparation. This study aims to bridge this gap by investigating how targeted terminology preparation affects interpreters' fluency, accuracy, and confidence in their performance. Taking this into consideration, the study contributes to a better understanding of interpreter (Pre-interpreting preparation) training and practice, emphasizing the critical role of lexical readiness in successful interpreting.

Interpreting is not just a linguistic transfer or context transfer from one language to another, it is a cognitive activity that requires the interpreter to listen carefully, process effectively, and reproduce messages simultaneously or consecutively and this always happen under time pressure. The interpretation process becomes more challenging when interpreters are exposed to unfamiliar or highly specialized terminology. In this contexts, lack of terminological preparedness may lead to hesitations, omissions, or inaccurate renditions, ultimately compromising the quality of the interpreted message (Gile, 2009; Pöchhacker, 2016). The performance in such cases will be clearly considered as a failure and may led the potential interpreter not to be involved in any future tasks. This has driven interpreter trainers and researchers alike to emphasize the critical role of pre-interpreting preparation, particularly in the acquisition and rehearsal of domain-specific vocabulary.

The preparation of terminology serves several essential functions in the process of interpreting. Firstly, it reduces cognitive load during interpretation, allowing the interpreter to allocate more attention to message comprehension and reformulation (Gile, 1995). Secondly, it increases interpreters' confidence, especially when dealing with subject areas different to their actual expertise (Kalina, 2000). Thirdly, it enhances terminological consistency and lexical accuracy, two key criteria in evaluating interpreter performance (Kurz, 2001). The benefits mentioned are particularly evident in conference and meeting interpreting, where interpreters may be expected to work with complex scientific, political, or legal discourse, and in community settings such as courts and hospitals, where misinterpretation can have serious consequences (Angelelli, 2004).

Despite the recognized importance of preparation, many interpreting scenarios do not provide sufficient time or access to resources for adequate terminological research. This is clearly true in conflict regions, crisis response, and low-resource contexts such as Palestine, where interpreters may need to depend on ad-hoc preparation or their personal experience. In such situations, the ability of interpreter to anticipate and internalize key terms becomes more critical and challenging. As indicated by Gile and Baumgarten (2021), interpreters often utilize strategies such as generalization and circumlocution when facing unknown terms, but these strategies may influence the quality of their performance and impact the message and distort speaker actual message.

Although theoretical models such as Gile's Effort Models (1995, 2009) and Kalina's Process-Oriented Model (2000) highlighted the cognitive advantages of preparation, relatively few empirical studies have measured and isolated the effect of terminology preparation on performance variables like fluency, accuracy, or delivery quality. Moreover, much of the available literature focuses on professional conference interpreters in well-resourced settings. Consequently, this leaves a gap in the understanding of how terminology preparation affects student interpreters or freelance practitioners in limited resourced environments.

This study is designed to fill that gap by empirically examining the effect of terminology preparation on interpreter performance. It investigates whether prior exposure to specific domain terminology improves interpreters' performance in rendering accurate and fluent interpretations in a controlled context. The findings aim to offer interpreter training curricula and provide practical recommendations for interpreters working in challenging or resource-limited contexts, particularly in the Middle East.

Literature Review

Interpretation in general is a mentally challenging activity that requires interpreters to perform intricate, concurrent cognitive processes, including listening, analyzing, retaining information in short-term memory, and producing output in real-time. To manage the cognitive load involved in these tasks, effective preparation strategy is essential. Terminology preparation is currently identified as the key element in enhancing the accuracy and fluency of the interpreters' performance, particularly in specialized fields like political and medicine, where precise language use is critical (Gambier & van Doorslaer, 2020; Li, 2022). This means errors in terminology or misunderstandings can lead to serious implications, particularly in high-stakes occasions, highlighting the need for interpreters to fully prepared and retain domain-specific terminology efficiently (Seleskovitch & Lederer, 2021; Setton, 2020). According to Abu-Rabia (2021) knowledge of political issues in general and terminology in particular is critical for Palestinian interpreters and translators due to the significant connection between the reality of their daily lives' news and the political context in which they operate. Given the ongoing conflict and the central role of politics in local and international discourse, interpreters must be well-versed in political terms to ensure accurate communication, especially in legal, diplomatic, media, and humanitarian settings. Misinterpreting key terms related to concepts like annexation, occupation, or self-determination could distort the actual meaning of the message and lead to significant consequences (Baker, 2020). Palestinian interpreters, who live within this political reality, are uniquely positioned to navigate the nuances and ambiguities of these terms, providing contextually accurate interpretations. Additionally, in international settings such as United Nation Conferences, and Islamic Nations Summit, where Palestinian interpreters often advocate for their community's perspective, the ability to use political terminology accurately is essential to foster understanding and challenge misinformation, in other words, it is essential to possess the knowledge of terminology related to the topic being discussed (Abu-Rabia, 2021). Thus, mastering political terminology is essential for interpreters to ensure precise and culturally sensitive communication, reflecting both the linguistic and socio-political realities they are interpreting.

Since the study discussing interpretation, it is fundamental to explore and study contemporary models of interpreting, particularly Gile's Effort Models (2009), which describe the multiple cognitive efforts involved in the interpretation process and emphasize the significant of preparation in overcoming cognitive overload challenges. It is also fundamental to explore Kalina's Process-Oriented Model (2000) and recent contributions in cognitive interpreting theories further underscore the significance of terminological preparation as a strategy for improving interpreting performance by supporting cognitive efficiency (Rojas & Villar, 2021). Li (2022) in his empirical study, illustrates the positive effects of terminology preparation on interpreting quality, namely fluency, accuracy, and confidence, particularly in specialized domains. Advancements in Computer-Assisted Interpreter Training Tools (CAIPTs) have also emerged as effective resources for enhancing terminology learning (Fantinuoli & Angelelli, 2020; Mikkelson, 2022). It is worth mentioning that there are gaps in the literature, particularly

the lack of research focusing on novice interpreters in low-resource or conflict-affected environments, which this study aims to address by exploring the role of terminology preparation under constrained conditions.

1. Theoretical Foundations of Interpreting and Preparation

Interpreting is widely recognized as a high-demand cognitive task involving simultaneous processes of listening, analysis, short-term memory retention, reformulation, and output delivery. Gile's Effort Models (1995, 2009) are among the most influential theoretical frameworks in interpreting studies. According to Gile, the interpreting process involves multiple overlapping efforts particularly, listening and analysis, production, memory, and coordination. All of which compete for limited cognitive resources. Terminology preparation plays a significant role in reducing the cognitive burden associated with lexical retrieval during interpreting, thus allowing interpreters to allocate more resources to comprehension and delivery.

Kalina (2000) supports Gile's view through her Process-Oriented Model, which highlights the importance of strategic competence in interpreting. Preparation, especially the familiarity with terminology, is considered a metacognitive strategy that enhances performance by enabling interpreters to anticipate potential lexical or conceptual difficulties. In this regard, preparation is an active process of building knowledge structures that support on-the-spot language mediation rather than a passive act of memorization.

2. Importance of Terminology in Interpreting

Terminology plays a particularly critical role in domains such as political, medicine, science, and international diplomacy, where precision and consistency are paramount (Setton & Dawrant, 2016). Difficulty in comprehending terminology can result in factual inaccuracies, professional misunderstandings, or legal consequences (Angelelli, 2004). As such, interpreter training programs and professional organizations emphasize the acquisition of domain-specific terminology as a core competency.

Kurz (2001) and Pöchhacker (2016) explained that terminological accuracy is one of the most important criteria in the assessment of interpretation quality. According to Mead (2002) in empirical research, terminological errors are often cited as the most frequent and most serious type of mistake in student interpretations. Therefore, prior familiarity with subject-specific terms can significantly influence interpreters' confidence, fluency, and ability to reproduce nuanced meanings.

Subject knowledge, which refers to the interpreter's understanding of the broader context, key themes, and logic of the domain in which they work. According to Pöchhacker (2016) terminology is only meaningful when embedded in a coherent conceptual framework. Knowing the subject helps interpreters predict speaker intent, understand implicit references, and navigate discourse coherently, which in turns enhances the interpreter's performance.

In the field of interpretation, scholars have emphasized that the process of preparation should not be reduced to compiling glossaries. Likewise, Viaggio (2002) conducts it, interpreters have to understand in order to interpret, mere word-for-word equivalence is not sufficient. In other words, it is a process of conveying the message. Similarly, Kalina (2000) explained that interpreters who memorize isolated terms without grasping the domain's content risk lexical errors or incoherence. Subject knowledge enables interpreters to anticipate terms, manage

Moreover, an empirical study conducted by Li (2013) aligns with this view. In this study, he indicated that trainees who received briefings on both terminology and context performed better than those who were only given word lists. It is worth mentioning that in this study Li conducted the result in both factors; terminology and subject knowledge combined, means that he did not investigate them separately. Additionally, Korpala (2012) showed that interpreters with prior knowledge of the subject matter demonstrated fewer hesitations, better prosody, and higher accuracy, generally better quality and performance. These findings suggest that combining terminology and subject knowledge preparation leads to a more complete cognitive model for interpreting success.

In the context of this study, the participants are definitely familiar with the subject matter “annexation” due to their direct experience of the ongoing political situation in Palestine. This familiarity is expected to enhance their ability to accurately process and interpret the material, further reinforcing the cognitive advantages of integrating both terminology and subject knowledge preparation. This aligns with the studies conducted by both Li (2013) and Korpala (2012).

3. Empirical Studies on Terminology Preparation

Numerous empirical studies have sought to evaluate the effect of preparation in interpreter performance. In a study of consecutive interpreting students conducted by Mead (2002), he found that those who engaged in terminology preparation performed significantly better in terms of lexical precision and speech delivery. Li (2013) similarly has conducted a quasi-experimental study comparing prepared and unprepared interpreting groups, Control group and Experimental group, and he has reported statistically significant differences in fluency, completeness, and accuracy, with terminology being a key element of improvement for the prepared group.

In addition, Sandrelli (2005) used computer-assisted tools to explore the role of glossaries and terminology databases in interpreter training. Her findings suggest that students who practiced with structured glossaries produced higher-quality interpretations than those who relied solely on general preparation. More recent studies using eye-tracking and audio analysis (e.g., Zhang & Liu, 2019) have shown that familiarity with domain-specific terms results in smoother delivery and fewer disfluencies, particularly in simultaneous interpreting.

In fact, these contributions and much of the existing research focuses on conference interpreting in controlled or high-resource environments. Less attention has been paid to interpreters in conflict zones, refugee services, or low-resource academic settings, where time and material constraints may limit preparation opportunities.

In this regard, several scholars have emphasized that preparation should not be reduced to compiling glossaries. As Viaggio (2002) puts it, interpreters need to “understand to interpret” mere word-for-word equivalence is not sufficient. Kalina (2000) similarly warns that interpreters who memorize isolated terms without grasping the domain's content risk lexical errors or incoherence. Subject-matter knowledge enables interpreters to anticipate terms, manage ambiguity, and maintain logical consistency in their output.

Empirical research conducted by Li (2013) supports this, in his study he found that students who received briefings on both terminology and context outperformed those who were only given word lists. Likewise, Korpala (2012) showed that interpreters with prior knowledge of the subject

matter demonstrated better prosody, fewer hesitations, and higher accuracy. The findings of these researches suggested that the combining of terminology and subject-matter preparation results in a more complete cognitive model for interpreting success.

4. Terminology Preparation in Interpreting Pedagogy

The programs designed for training interpreters have increasingly integrated terminology preparation into their curricula. Interpreting instructors use glossaries, guided reading assignments, and terminology-building exercises to enhance students' lexical agility (Gile, 2009; Setton & Dawrant, 2016). The use of Computer-Assisted Interpreting Preparation Tools (CAIPTs) has also increased which allow students to create, store, and retrieve specialized terminology efficiently (Sandrelli, 2005; Fantinuoli, 2017).

However, challenges remain. Students often lack sufficient discipline-specific knowledge or experience to fully understand the terms they memorize. Moreover, some students adopt surface-level memorization strategies without integrating terminology into a broader conceptual framework, leading to retrieval failure under pressure (Mead, 2002). This underscores the need for a pedagogical shift toward contextualized terminology learning, where terms are practiced in use rather than in isolation.

5. Gaps in the Literature and Relevance to the Current Study

While there is strong theoretical and empirical support for the importance of preparation, the specific effect of terminology preparation, as distinct from general background reading, remains underexplored. Few studies have isolated terminology as a single variable in experimental or quasi-experimental designs. Furthermore, the majority of research has focused on professional interpreters in high-resource contexts, with limited data on novice interpreters or those working under constrained conditions.

This study addresses these gaps by:

- Isolating terminology preparation as a specific form of pre-task preparation.
- Investigating its effect on interpreting performance metrics such as fluency, accuracy, and confidence.
- Focusing on student interpreters or novice practitioners, especially in under-resourced or conflict-affected contexts.

Methodology

This study aims to assess the impact of terminology preparation on interpreter performance, with a focus on whether the provision of a targeted glossary can improve accuracy and fluency during interpretation. The preparation of terminology has been widely recognized as an essential element in improving interpreting quality, particularly in specialized domains where lexical precision is essential (Setton, 2020; Li, 2022). Given the cognitive demands of interpreting, using specialized terminology and glossaries before any interpretation task, can increase the cognitive process and facilitating smoother performance by enhancing the interpreter's comprehension to relevant terms (Gambier & van Doorslaer, 2020). Particularly, this study examines this effect in a context affected by ongoing crisis, where the limitations of physical attendance and the availability of resources necessitate the use of remote interpreting and online data collection methods.

A quasi-experimental pre-test/post-test design was used to indicate the changes in interpreting performance after a five-day terminology preparation phase. According to Cohen, Manion, & Morrison (2018) this design is suitable for examining the causal influence of specific interventions on participants' performance while maintaining a controlled environment. The participants of this study were 50 undergraduate students from Al-Azhar University–Gaza, each of them had received prior training in interpreting and possessed intermediate to advanced proficiency in both Arabic and English. Participants' performance was initially measured before their independent study of a bilingual glossary and then measured after they study of a bilingual glossary for five days, specifically developed for the topic of annexation, a politically and legally charged issue relevant to the current context in Palestine.

The materials used in this study consisted of a pre- and post-test, both based on a five-minute English-language speech on annexation (a report by BBC titled with *Israel annexation: What is the West Bank? - BBC News*), which included key terms and implicit references central to the topic. The glossary, a 15-page bilingual document containing approximately 200 terms related to annexation, was provided to participants after the pre-test and served as their sole resource during the preparation phase. This approach of autonomous study, where participants were not given additional instruction, aligns with research on self-directed learning in interpreting (Mead, 2002; Fantinuoli & Angelelli, 2020), which has shown significant effects on the development of interpreting competence.

A standardized rubric to evaluate performance regarding terminological accuracy, fluency was used to assess overall interpretation quality. Terminological accuracy means the correct and contextually appropriate use of terms from the glossary, while fluency was evaluated based on the smoothness and confidence of convey. Overall interpretation quality was evaluated on elements such as coherence, completeness, and fidelity to the source message (Pöchhacker, 2020). To ensure validity and reliability, two experienced raters independently assessed the recordings, ensuring inter-rater reliability through consensus discussions, which according to Gile, (2009); Setton & Dawrant, (2020) considered as a common practice in interpreting assessment.

IBM SPSS Statistics (version 22) was utilized to conduct the analysis of data. Descriptive statistics, including means and standard deviations, were calculated for each performance dimension. The study used a paired-samples t-test to indicate whether there were statistically significant improvements in performance of the post-test comparing to the pre-test. Additionally, Cohen's d was computed for the data to evaluate the effect size of the intervention, offering insight into the practical significance of the results (Harrison et al., 2020).

The methodology used in this study allows for a controlled investigation of the influence of terminology preparation on interpreting performance in addition to accommodating the unique challenges posed by conducting research under the constraints of an ongoing conflict. This approach is align with studies on remote interpreting and digital tools for interpreter training (Biau Gil & Monacelli, 2022; O'Hagan, 2020), which highlighted the increasing relevance of technology in interpreter education during crises.

1. Research Design

This study employed a quantitative, quasi-experimental pre-test/post-test which designed to examine the effect of terminology preparation on the interpreters' performance. The main objective was to investigate whether providing interpreters with a targeted glossary related to

the topic of annexation would result in improved interpreting accuracy and fluency. Given the ongoing war in Gaza, where the participants of the study live, all stages of the research, including test administration and data collection, were conducted remotely via online platforms, this method is supported by prior research on remote interpreting pedagogy during conflict and crisis (Biau Gil & Monacelli, 2022; O'Hagan, 2020).

2. Participants

The sample of this study is 50 undergraduate students who were enrolled in an interpreting course at the Department of English, Al-Azhar University–Gaza. All participants had received prior training in interpreting and demonstrated intermediate to advanced proficiency in both English and Arabic, they were involved in different political speeches and texts. Participants were recruited from a single cohort and consented to take part voluntarily. Ethical considerations were upheld, including informed consent, anonymity, and the secure handling of online data submissions.

3. Materials

Pre-Test and Post-Test: the same interpreting test was used for both pre- and post-test phases. The test was based on a five-minute English speech dealing with the political and legal concept of annexation, with specific reference to cases relevant to Palestine. The speech was selected to reflect authentic discourse that included key terminology, implicit references, and real-world challenges that interpreters may face. The tests were distributed online via email and learning platforms (Moodle), and students submitted their interpretations as audio recordings through different online platforms such as Google Drive or other secure digital tools.

Glossary: A 15-page bilingual glossary was designed specifically for this study. It contained approximately 200 terms related to the topic of annexation, including English entries, Arabic equivalents, definitions, and contextual examples. The glossary was distributed in PDF format via email and online classroom platforms (Moodle) following the pre-test and served as the core preparation tool. Furthermore, the participants were asked to practice listening to the pronunciation of these using online dictionaries or other resources.

4. Procedure

Pre-Test Administration: participants were informed of the time and date of the task, and then they were given access to the pre-test speech and instructed to complete the interpreting task in a quiet environment using their personal devices. They were required to record their interpretations consecutively and then submit the files within a specified deadline. All submissions were collected remotely due to ongoing hostilities and campus closures.

Terminology Preparation Phase: after the pre-test, participants were provided with the glossary and instructed to study it independently over a period of five days, they were asked to be familiar with the pronunciation of these terminology using any tool. No additional instruction, coaching, or supplementary materials were provided during this period, in order to isolate and ensure the effect of the glossary-based preparation. This autonomous study model aligns with prior studies on interpreter self-preparation (Mead, 2002; Fantinuoli, 2017).

Post-Test Administration: After five days, participants took the same interpreting test again, now serving as the post-test. This test was also completed and submitted online under the same conditions as the pre-test.

5. Evaluation Criteria

Performance was evaluated across three key dimensions:

- Terminological Accuracy: Correct and appropriate use of glossary-based terms.
- Fluency and Delivery: Smoothness, confidence, and pace of speech.
- Overall Interpretation Quality: Coherence, completeness, and fidelity to the source message.

Two experienced raters independently assessed the recorded interpretations using a standardized rubric. Prior to scoring, the raters calibrated their evaluations to ensure consistency. Inter-rater reliability was maintained through discussion and consensus on rating discrepancies.

6. Data Analysis

The quantitative data from the pre- and post-tests were analyzed using IBM SPSS Statistics (version 22). Descriptive statistics (mean, standard deviation) were calculated for each dimension of performance. A paired-samples t-test was used to examine the statistical significance of any improvements in scores. In addition, Cohen's d was calculated to determine the effect size, providing insight into the practical significance of the intervention.

This methodology allows for a controlled assessment of the impact of terminology preparation on interpreting performance, while also accommodating the limitations imposed by the current wartime context.

Result

This study aimed to examine the effect of terminology preparation, specifically a glossary related to the topic of annexation, on interpreter performance among undergraduate students at the Department of English, Al-Azhar University–Gaza. A paired-samples t-test was conducted to compare performance before and after the intervention.

Descriptive Statistics

Table 1 shows the descriptive statistics for the pre-test and post-test scores. The mean score for the pre-test was 6.32 (SD = 1.57), while the mean score for the post-test was 9.48 (SD = 0.54), indicating a substantial increase in performance following the glossary preparation.

Measure	N	Mean	Minimum	Maximum	Standard Deviation	Variance
Pre-Test	50	6.32	4	10	1.57	2.467
Post-Test	50	9.48	8	10	0.54	0.296

Table 1: Descriptive Statistics for Pre-Test and Post-Test Scores (N = 50)

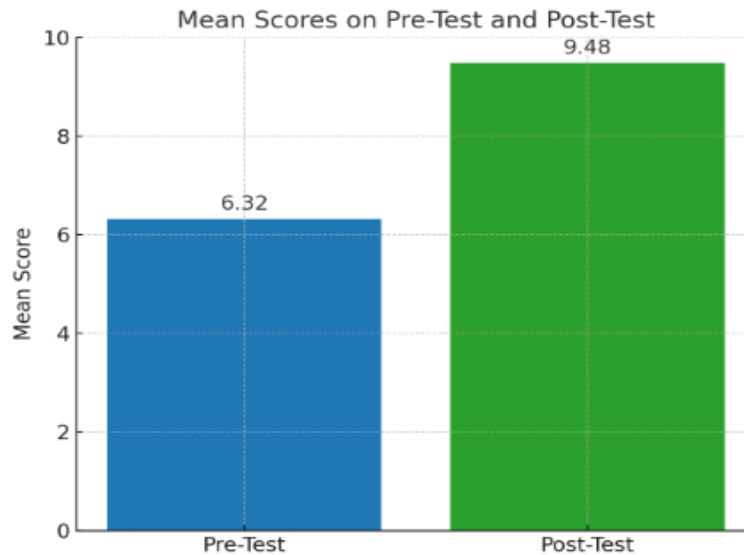


Figure 1 Further Illustrates This Improvement by Comparing the Mean Scores Visually.

Inferential Statistics

To assess the statistical significance of this improvement, a paired-samples t-test was conducted. Results revealed a statistically significant increase in post-test scores compared to pre-test scores:

- $t(49) = -14.478$,
- $p < .001$,
- Mean Difference = -3.16,
- 95% CI = [-3.60, -2.72]

These results indicate that the terminology preparation had a significant positive impact on interpreter performance.

Comparison	Mean Difference	Std. Deviation	Std. Error Mean	T	df	Sig. (2-tailed)
Post - Pre	3.16	1.543	0.218	14.478	49	.000 ***

Table 2: Paired Samples t-Test Results Comparing Pre-Test and Post-Test Scores

*** $p < .001$

Interestingly, the paired-samples correlation between pre-test and post-test scores was not statistically significant ($r = 0.223$, $p = .120$), indicating that prior performance did not strongly predict post-test results. This reflects the strong impact of the glossary intervention, which appeared to benefit participants regardless of their initial skill level."

Overall, the statistical analysis demonstrates that students significantly improved their interpreting performance after engaging with the 15-page glossary. The results support the effectiveness of targeted terminology preparation in interpreter training, especially in domains involving complex political or legal language, such as annexation.

Conclusion and Discussions

The aim of this study was to investigate the effect of terminology preparation on interpreter performance using a glossary focused on the concept of annexation. The results of this study indicate a statistically significant and substantial improvement in participants' interpreting performance following the intervention. The mean score of the participants' increased significantly from 6.32 in the pre-test to 9.48 in the post-test, with a very low post-test standard deviation (0.54), demonstrating both improvement and consistency. The results support the hypothesis that targeted pre-interpreting preparation, specifically in the form of a structured glossary, enhances interpreting performance in terms of accuracy, fluency, and confidence.

The findings of this study are consistent with the previous researches which emphasized the importance of terminology preparation in interpreting (Gile, 2009; Kalina, 2000; Setton & Dawrant, 2016). The glossary served as a lexical tool and also served as a scaffold for conceptual understanding. Knowing the complex political and legal nature of the topic, annexation, the glossary likely enabled students to process and convey nuanced terms with greater confidence and precision.

Interestingly, the paired-samples correlation between pre- and post-test scores was not statistically significant ($r = 0.223$, $p = .120$), suggesting that prior performance was not a strong predictor of post-intervention success. This may be interpreted positively, as it implies that the intervention was effective across all performance levels, allowing even lower-performing students in the pre-test to achieve high scores in the post-test.

A notable outcome in the post-test was the clustering of scores near the upper limit, indicating a potential ceiling effect. While this phenomenon can limit the ability to detect more nuanced differences among high-performing participants, in this study it may also be viewed as evidence of the glossary's success. Most students reached or approached the maximum score, suggesting that the terminology intervention provided them with sufficient tools to perform at a high level. This is particularly meaningful given the relatively short intervention period (five days) and the independent nature of the study phase.

It is worth mentioning that the ceiling effect must be understood in the context of the study's real-world constraints. Due to the ongoing war in Gaza, all testing and preparation were conducted remotely, and the post-test was designed to be concise, manageable, and fair across different online environments. Although limiting in some respects, these design choices were necessary to ensure ethical and practical research conduct under emergency conditions. For future studies, they might expand the assessment rubric or introduce more open-ended interpreting tasks to allow for a broader performance range and avoid any potential of ceiling effects.

Ultimately, this study demonstrates that terminology preparation, in particular, is a highly effective technique for interpreter training and preparation. The findings are particularly relevant for interpreter education in conflict areas and under-resourced settings, where structured preparation may serve as a key intervention to support student success despite the difficult circumstances they face.

Because the topic of "annexation" is politically and legally sensitive, it was important to maintain precise terminology and clear concepts. Prior studies have shown that terminology preparation leads to higher interpreting quality and enhance the interpreters' performance, particularly in specialized domains such as politics, medicine, and law (Fantinuoli, 2017; Kurz, 2001; Setton & Dawrant, 2016). In this regard, the consistently high scores achieved by the participants indicates that the glossary clearly enabled them to internalize and apply essential vocabulary effectively.

To the future researches to overcome these limitations, more challenging, open-ended interpreting tasks or expanded scoring rubrics could be employed to allow greater performance differentiation and mitigate ceiling effects. Nonetheless, this study offers strong evidence that preparing terminology is an effective pedagogical strategy in interpreter training, particularly in specialized domains and under resource-constrained or crisis-affected conditions.

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