



Learning Needs in Consecutive Interpreting: Survey of English Majors at a Private Chinese University

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Abstract

This study examines the learning needs of English major undergraduates in consecutive interpreting (CI) at a private Chinese university, with a particular focus on their perceived linguistic and cognitive challenges, learning motivations and attitudes toward computer-assisted interpreting (CAI) tools, aiming to inform curriculum design and pedagogical practice. A mixed-methods approach was employed, incorporating a needs analysis questionnaire issued to 72 students. The findings reveal that students identify idiom translation and vocabulary expansion as the most significant linguistic difficulties; while listening comprehension and short-term memory (STM) emerge as their primary cognitive challenges. Investigation into student motivations demonstrates a hierarchical structure, with academic requirements as the primary driver, followed by career preparation and personal skill enhancement. Participants also demonstrated a strong enthusiasm for integrating CAI tools into their learning process. These results underscore the necessity of designing interpreter education curricula that simultaneously address cognitive and linguistic challenges while leveraging students' strategic approach to technology. This study offers an empirical basis for refining the CI curriculum design and pedagogical practices.

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Introduction

Interpreting is a complex cognitive and communicative activity that enables real-time bilingual mediation across linguistic and cultural boundaries. It is fundamentally an act of meaning transfer, where the interpreter must accurately comprehend a source-language message and faithfully reproduce its meaning, intent and nuance in a target language, while managing significant cognitive load (Pöchhacker, 2016). In an increasingly interconnected world, interpreting is indispensable for facilitating international dialogue in business, diplomacy and cultural exchange. Interpreting training has become a critical component of modern language education and the language service industry.

The primary goal of interpreter training is to systematically equip students with the competencies required for professional practice. During consecutive interpreting (CI), the interpreter listens to a complete segment of speech before rendering it in another language. Effective pedagogy must therefore develop a triad of skills like robust linguistic proficiency in both source and target languages, core cognitive abilities such as note-taking, short-term memory and a deep-seated intercultural awareness (Gile, 2009). As a widely recognized foundational discipline, the CI is precisely designed to automate these sub-skills, making it a critical developmental step for all interpreters. The primary goal of such training is therefore to systematically cultivate these linguistic, cognitive, and communicative resources (Setton & Dawrant, 2016).

In China's education system, CI is a core component of the curriculum for English majors. It is designed to bridge the gap between theoretical language knowledge and professional application. The course aims to strengthen students' bilingual proficiency while advancing the cognitive and communicative skills outlined above. However, the effectiveness of this training is not uniform across all institutional contexts. Students in private universities, who may enter the program with less consolidated language foundations, can face particular challenges. For them, who have no exposure to interpreting during their first two years of college, they often show a lack of interest and feel overwhelmed when they start learning CI in their third year. Many students struggle to even complete the basic listening and comprehension phase of interpretation, let alone proceed to the actual "interpretation" stage (Li, 2018). This has prompted a pedagogical shift towards needs analysis, which posits that understanding learners' self-perceived challenges and priorities is crucial for designing effective, student-centered instruction (Brindley, 1989).

The interpreting landscape is also being transformed by technology. CAI tools are becoming integral to the profession, assisting with terminology management and preparation (Fantinuoli, 2018). This technological shift necessitates that training programs explore the integration of CAI tools, yet learner receptivity to these tools remains a critical and under-researched variable for successful implementation. While previous needs analyses have explored student challenges in linguistic and cultural barriers in a public university context (Gharaei & Ketabi, 2024), they have not sufficiently explored the intersection of these classic challenges with attitudes toward technology. Furthermore, there is a scarcity of research focused specifically on the private university sector in China, a context where student cohorts and institutional resources may yield distinct learning needs. This creates a clear gap: a lack of a context-specific understanding that connects students' linguistic and cognitive challenges with their technological readiness.

This study aims to fill this gap by conducting a targeted needs analysis of English majors in a CI course at a private Chinese university. Focusing on this specific population is significant because it represents a substantial yet under-researched segment of interpreter trainees, whose experiences may differ from those in elite, public institutions. By investigating their linguistic and cognitive challenges, motivations, and attitudes toward CAI tools, this research moves beyond a singular focus on skills. It provides a more comprehensive empirical basis for curriculum design, one that aligns pedagogical practice with both the cognitive demands of CI, the evolving technological realities of the profession, and the specific profile of the learners themselves.

Literature Review

The pedagogical design of the CI course requires a theoretical foundation that acknowledges the complex cognitive, pedagogical, and technological dimensions of the skill. This review synthesizes key scholarly frameworks to construct a coherent rationale for investigating the learning needs of English majors in a private Chinese university, with a specific focus on the relationship between their skill development and the potential role of technology.

The cognitive demands of CI are usefully framed by Daniel Gile's (2009) Effort Models, which posit that successful interpretation depends on managing competing cognitive resources. These include the efforts of listening and analysis, short-term memory, note-taking, and production. Learner difficulties often manifest as bottlenecks within this system. For example, a failure to grasp the core meaning of a source text may indicate an overload in listening and analysis, while a hesitating target-language delivery often stems from an inability to coordinate note-taking with speech production. Liu (2025) in her research found that beginners in basic

interpretation classes often rely too heavily on their notes, and the quality of notes does not always directly correlate with CI performance, indicating underlying cognitive strain. Empirical research supports the notion that these challenges evolve with proficiency. A longitudinal study by Gharaei and Ketabi (2024) found that beginners struggled primarily with listening and memory, whereas more advanced students grappled with the integration of note-taking and fluent speaking. This progression suggests that CI training cannot be static but must adapt to learners' changing cognitive profiles. The concept of cognitive load further illuminates this, distinguishing between the extraneous load imposed by inefficient procedures and the germane load dedicated to meaningful learning (Sweller, 2011). In this way, educational technology should be evaluated on its ability to reduce extraneous load, thus freeing up mental capacity for the core interpreting process.

These inherent cognitive challenges necessitate pedagogical approaches that are both supportive and adaptive. The principle of the Zone of Proximal Development (ZPD) suggests that learning is most effective when supported by targeted scaffolding that allows students to achieve beyond their independent capabilities. This aligns with the study that reported by Abdulrahman and Al-Jubori (2025), which indicates a strong preference for interactive, practice-based learning with continuous feedback over passive lecture formats. The effectiveness of interactive methods is also supported by studies on innovative pedagogical models. Research by Zhang and Mao (2023) on the “continuation task” in interpreting training found that this interactive method creates a synergistic effect, leading to improved output quality, particularly for lower-proficiency learners. To systematically implement such a student-centered approach, the framework of Needs Analysis (NA) is essential. Drawing on the models of Hutchinson and Waters (1987) and Brindley (1989), a comprehensive NA examines students' present competencies, their target learning outcomes, and their preferred methods for bridging the gap between the two. This approach is critical for curriculum development, as highlighted in a case study of interpretation course effectiveness, which emphasized the importance of aligning course offerings with factors such as social needs, disciplinary knowledge, and student realities (Tian, 2012). It is this NA framework that has directly shaped the current study's research instrument, guiding the design of a questionnaire that probes these three critical areas to inform curriculum development.

In the contemporary educational landscape, any discussion of pedagogy must also address the role of technology. However, the simple introduction of CAI tools does not automatically improve learning outcomes. The Technological Pedagogical Content Knowledge (TPACK) framework (Baran et al., 2011) contends that effective integration requires a deliberate fusion of technology with specific content knowledge and sound pedagogical strategies. While

previous research has thoroughly documented the linguistic and cognitive hurdles in CI training, a significant gap exists in understanding how these classic challenges intersect with learners' perceptions of technology. It remains an open question whether students who struggle with memory see terminology tools as a valuable support, or if those facing production difficulties value recording software for self-assessment. Therefore, this study argues that gauging student receptivity to CAI tools is not a secondary concern but an integral part of a modern needs analysis. This is particularly pertinent in the Chinese context, where a comprehensive mapping of the research landscape in interpreter education by Li (2024) identifies learning needs analysis and the integration of technology as key themes for future direction.

In synthesizing these perspectives, the present research is guided by a conceptual model that connects the cognitive demands of CI, identified through a structured needs analysis, with the potential for technology to offer pedagogically sound solutions. The ultimate aim is to contribute to the design of a CI curriculum that is cognitively realistic, pedagogically responsive, and technologically relevant for its specific student context.

Research Objectives

To conduct a comprehensive needs analysis of English major undergraduates in a CI course, this study is guided by the following specific objectives:

1. To identify the specific linguistic skills and cognitive abilities that students perceive as most challenging in consecutive interpreting
2. To investigate the primary motivations that drive student engagement in the CI course
3. To explore students' perspective towards the integration of CAI tools in their training

Research Questions

To achieve the objectives above, this study aims to answer the following research questions:

1. What are the most significant linguistic and cognitive challenges, as perceived by students, in learning consecutive interpreting?
2. What are the primary motivations of students towards learning consecutive interpreting?
3. What are student perspectives toward the use of CAI tools in the classroom?

Methodology

1. Research Design

This study employed a convergent mixed-methods design to investigate learning needs in consecutive interpreting. This approach combined quantitative and qualitative data collection within a single questionnaire instrument, enabling comprehensive analysis of both statistical

patterns and contextual insights from participants. The research was conducted at a private university in Guangdong, China, focusing on English majors enrolled in their first CI course.

2. Participants

Participants were selected through convenience sampling of two intact classes of junior English majors (N=72). The sample comprised 61 females (84.7%) and 11 males (15.3%), aged 18-23 years. At the time of doing the questionnaire, they had finished two years of foundational English courses and demonstrated language proficiency approximately to the TEM-4 level. None of them had prior formal interpreting training.

The researcher, who also served as the course instructor, maintained this dual role throughout the study. This positionality provided deep contextual understanding but required careful mitigation of potential power dynamics and response bias. To address ethical concerns, participation was voluntary, with written consent obtained through a separate form ensuring anonymity and clarifying that non-participation would not affect academic standing. All identifying information was removed during data processing to protect confidentiality.

3. Instruments and Procedures

The instrument was a 16-item needs analysis questionnaire developed from Macalister and Nation's (2019) framework. It integrated both closed and open ended items to comprehensively capture students' learning needs. Closed-ended questions enabled quantifiable measurement of skill priorities and attitudes, while open-ended items allowed participants to elaborate on motivations, challenges and expectations in their own words. This mixed-format design balanced statistical generalizability with rich insights, ensuring that findings were both representative and contextually grounded. The questionnaire was designed into five parts: 1) Demographic information (2 items: single-choice questions). 2) Skill perception (4 items including two 5-point Likert scales and two multiple-choice questions). 3) Motivations (1 item: an open-ended question). 4) Challenges (2 items including one multiple-choice question and one open-ended question). 5) Attitudes and expectations (7 items including three Likert scales, two multiple-choice questions and two open-ended questions). Detailed questions can be seen in the following Table 1:

Table 1

Learning Needs Questionnaire

Items	Questions
1	Your gender:
2	Your age:
3	What is your primary motivation for learning consecutive interpreting?
4	How important is it for you to receive specialized training in linguistic areas such as terminology, idiom translation, and register adjustment for different interpreting contexts?
5	Would you like to receive more training focused on enhancing the cognitive skills required for consecutive interpreting?
6	Which of the following skills do you consider essential for effective consecutive interpreting?
7	How do you think your cognitive abilities (e.g., memory, attention, multitasking) influence your consecutive interpreting skills?
8	What content or subject matter do you consider essential to cover in a consecutive interpreting course?
9	How important is it for you to have access to CAI tools in your consecutive interpreting training?
10	Which teaching methods do you find most effective for learning consecutive interpreting?
11	What are the specific linguistic challenges you face while learning consecutive interpreting?
12	Which consecutive interpreting skills do you feel you need to improve the most?
13	What knowledge do you still lack to learn consecutive interpreting?
14	Would you be interested in learning more about or adopting new technology tools specifically designed to enhance consecutive interpreting skills?
15	How would you like to receive feedback on your consecutive interpreting skills?
16	What are your learning expectations for this course?

Content validity was established through Item-Objective Congruence (IOC) evaluation by three English language teaching experts, with all items scoring ≥ 0.65 . Reliability analysis yielded a Cronbach's α of 0.777 for scaled sections, indicating acceptable internal consistency.

4. Data Collection and Analysis

Data collection occurred during June 2025 using the Questionnaire Star platform. After a week's collection, 72 questionnaires were collected and the rate was 100%. Quantitative data from Likert scales and multiple-choice questions underwent descriptive statistical analysis like frequencies, percentages, means and standard deviations by using SPSSAU software. Qualitative data obtained from four open-ended questions were subjected to systematic content analysis following established procedures in educational research.

The integration of methodological approaches occurred during final interpretation, where quantitative findings regarding the prevalence of specific challenges were enriched by qualitative insights explaining their underlying causes and contextual manifestations. For instance, statistical data revealing note-taking as a primary difficulty were complemented by qualitative descriptions of students' struggles with "developing personalized symbol systems" and "maintaining listening attention while writing". This triangulation of data sources enhanced the validity and contextual relevance of the findings, while acknowledging that the qualitative elements primarily served to illuminate quantitative patterns rather than constitute an independent phenomenological inquiry.

Results

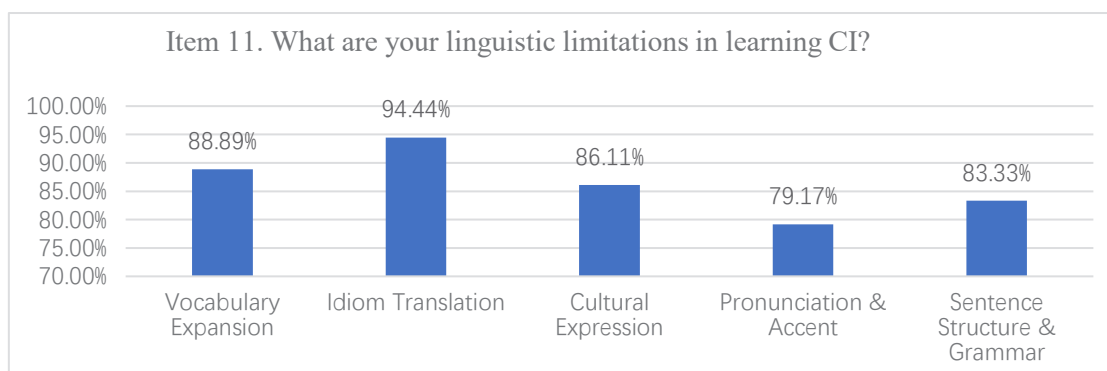
This study examines the learning needs of 72 English majors enrolled in the CI course at a private Chinese university. The analysis reveals several consistent patterns across both quantitative and qualitative data. Students identified specific cognitive and linguistic challenges that impede their acquisition of interpreting competencies. In particular, listening comprehension (95.8%) and short-term memory (STM) (97.2%) emerged as the main cognitive hurdles, while idiom translation (94.4%) and vocabulary expansion (88.9%) presented the most significant linguistic barriers. Beyond identifying these challenges, the data show substantial student interest in pedagogical support that addresses these areas, with a strong preference for both specialized cognitive training (88.9%) and technology-enhanced learning approaches (79.2%). The following sections present a detailed analysis of these findings, organized according to the study's research questions.

1. Findings for Research Question 1

The first research question focused on students' perceived linguistic and cognitive challenges in the CI learning.

Figure 1

Linguistic Limitations in CI Learning

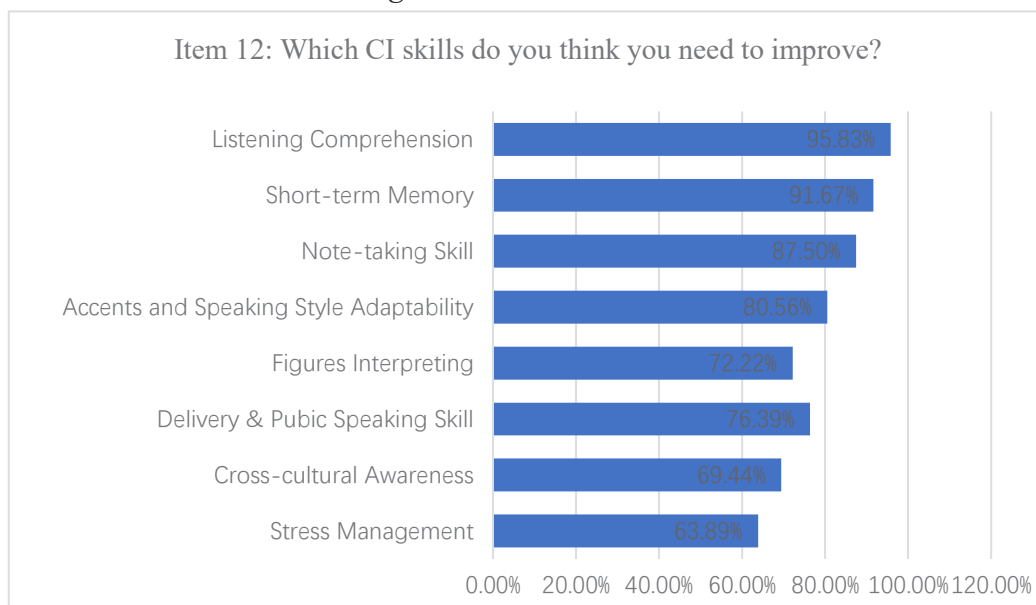


Identifying the specific skills and competencies in which students remain underprepared is essential for designing a curriculum that directly addresses these deficiencies and strengthens their interpreting performance. As shown in

Figure 1, in the linguistic domain, idiom translation and vocabulary expansion presented the greatest difficulties, with 94.4% and 88.9% of respondents respectively identifying these areas as challenging. Cultural expression followed closely, with 86.1% of students reporting difficulties in this area.

Open-ended responses to the question: “What knowledge do you still lack to learn consecutive interpreting?” also supported these statistical results. One participant said “It’s difficult for me to properly translate Chinese idioms into English, especially under the time pressure during interpreting, because these two are not totally equivalent.” Another reported “I am insufficient in vocabulary and professional terms. It makes me don’t know how to convert Chinese into English smoothly and affects my understanding of English.”

Figure 2
CI Skills Limitations in CI Learning

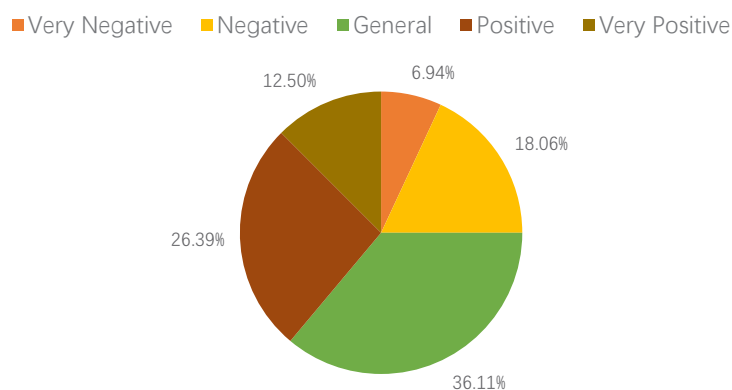


As illustrated in Figure 2, students identified listening comprehension and STM as their most significant cognitive challenges, with 95.8% and 91.7% of respondents respectively. Note-taking techniques were also highlighted by 87.5% of participants as a considerable difficulty. These are skills that require great improvement.

Figure 3

Cognitive Influence

Item 7: How do you think your cognitive abilities influence your CI learning?



Cognitive abilities such as memory, attention, and the capacity to manage multiple tasks simultaneously play an important role in the acquisition of CI skills. The self-evaluation results revealed varied perceptions among students regarding the extent to which these abilities influence their CI learning. Though 36.1% of respondents reported a neutral impact, while a combined 25% indicated negative effects. Conversely, 38.9% perceived positive cognitive influences on their interpreting skills.

Qualitative responses illuminated the nature of these cognitive struggles. One participant explained “My short-term memory ability is limited, and it is difficult to remember a large amount of information in a limited time.” Another student described the coordination challenge: “The difficulty lies in listening for meaning while simultaneously recording key points.”

These findings collectively indicate that students perceive cognitive processing limitations as substantial barriers to CI skill acquisition. The particular vulnerability of listening comprehension and STM suggests these areas require dedicated pedagogical attention in curriculum design.

2. Findings for Research Question 2

The second research question focused on the primary motivations of students towards CI learning.

Table 2

The Motivation for Learning CI

Category	Representative Responses	Frequency
Academic Requirement	“Required credit for graduation.” “Compulsory course for English majors.”	47
Career Aspiration	“To become an interpreter.”	30
Skill Enhancement	“Improve my multi-task dealing ability and broaden message analysis ability.” “Improve myself.” “Improve oral expression ability and reaction speed.”	27

Analysis of student responses reveals three primary motivational orientations driving engagement with CI. As illustrated in Table 2, academic requirement emerged as the dominant theme, followed by career preparation and skill enhancement.

Most students mentioned that “This is a mandatory course for our major. I hope I can pass the final exam.” But there were still a number of students who said “I hope to be capable of handling foundational interpreter tasks with confidence, including basic interpretation for events like the Canton Fair and simple tour guide accompanying services.” or “My aim is to apply it in everyday situations and in my future work”. Also, some students thought skills in the CI course could enhance their overall ability. One student described this motivation as “Master interpretation skills and improve my interpretation ability”. The statement can also be testified from the response to the multi-choice question “Which of the following skills do you consider essential for effective consecutive interpreting?” The skills of STM (97.2%), listening comprehension (95.8%), note-taking (86.1%), public speaking (65.2) and figures interpreting (62.5%) were the top 5 to ensure effective CI.

This motivational profile indicates that pedagogical approaches that connect skill development to professional applications while acknowledging the inherent challenges of language processing may most effectively engage this student population.

3. Findings for Research Question 3

The third research question studied student perspectives towards the use of CAI tools in the classroom.

Table 3
Student Perspective on CAI Tools

Dimension	<i>M</i>	<i>S.D.</i>	<i>Interpretation</i>
Overall Receptivity	3.93	0.76	Moderately strong interest in technology adoption.
Tool Importance	3.99	0.74	High recognition of CAI tool necessity.

Note. S. D. = standard deviation

Student perspectives on CAI tools reveal optimistic attitudes toward technology integration in interpreter training. Quantitative data indicate moderate to strong receptivity, with overall interest in technology adoption scoring a mean of 3.93 (SD = 0.76) on a 5-point scale, while perceived importance of CAI tools averaged 3.99 (SD = 0.74). These scores suggest that while students recognize the value of technological support, their enthusiasm remains measured rather than unequivocal. Besides, in the response to the multi-choice question about effective CI teaching methods, around 79% of students mentioned technology-related ways.

Qualitative data provide crucial context for these statistical measures. From their expectations about this course, one student expressed “want to use CAI tools to compensate my insufficiency in listening”. The other student said “I wish to combine technology with CI skills, as we are living in a digital era.” These comments reflect students’ desire for appropriately scaffolded learning experiences.

The moderate standard deviations observed in both quantitative measures (0.76 and 0.74) indicate consistent perspectives across the student cohort, suggesting shared understanding of technology’s potential benefits and limitations. As one student succinctly captured this balanced view: “Technology can provide instant feedback, but cannot replicate the real interpreting situations.”

These findings collectively portray a student body that views CAI tools as valuable supplements to traditional pedagogy rather than replacements for human instruction. Learners appear to seek technologies that provide authentic scenario-based practice, personalized skill

development, and graduated learning pathways while maintaining the essential human elements of interpreter education.

Discussion

This study examined the learning needs of English majors in consecutive interpreting through three research questions addressing linguistic and cognitive challenges, motivational factors, and perceptions of CAI tools. The findings reveal significant patterns that contribute to our understanding of interpreter education and provide empirical validation for several theoretical frameworks in the field.

1. Linguistic and Cognitive Challenges in the CI Learning

The identification of idiom translation (94.4%) and vocabulary expansion (88.9%) as major linguistic difficulties, coupled with listening comprehension (95.8%) and STM (91.7%) as primary cognitive challenges, demonstrates the complex interplay between cognitive processing and language competence in consecutive interpreting. These findings directly correspond to Gile's Effort Models (2009, 2018, 2021), which identify these cognitive functions as particularly vulnerable points in the interpreting process. The high prevalence of idiom-related challenges particularly reflects the additional cognitive load required for processing culturally embedded expressions, supporting Chen's (2017) observation that linguistic and cultural mediation significantly increases processing demands. It is further illuminated by a 2025 neuron-linguistic study, which used eye-tracking and EEG to demonstrate that complex tasks like metaphor translation demand significantly higher cognitive load and mental effort (Liu et al., 2025). The participants' accurate self-diagnosis suggests a developing meta-cognitive awareness of the cognitive architecture underlying interpreting performance. This pattern aligns with observations by Gharaei and Ketabi (2024), who noted similar cognitive bottlenecks among novice interpreters across different training contexts.

2. Motivational Drivers

The overwhelming emphasis on instrumental motivations, namely "Academic Requirement" (47) and "Career Aspiration" (30) reflects the structured nature of the academic environment and students' pragmatic outlook. This orientation aligns with the principles of English for Specific Purposes (ESP), suggesting students view CI training as preparation for specific professional applications rather than a general language exercise. The findings are consistent with a review of the interpreter education research landscape, which highlights the importance of aligning training with clear professional outcomes (Li, 2025). Furthermore, recent studies

(Sun et al, 2025) on graduate motivations affirm that career preparation is a central driver for students in interpreter training programs. This consistent theme underscores the necessity of a contextualized needs analysis that considers both universal interpreting competencies and the specific values and goals of the learner population.

3. CAI tools Perception

Students' moderate but positive recognition of CAI tools ($M=3.99$) reflects a pragmatic understanding of technology's role in interpreter training. This aligns with Fantinuoli's (2018) assertion that CAI tools should target specific interpreting sub-skills rather than attempting to replace comprehensive training. However, students' cautious optimism also reflects an understanding of technology's limitations, particularly in developing higher-order interpreting competencies that require human interaction and contextual judgment. These findings suggest that technology integration should follow the TPACK framework (Baran et al., 2011), focusing on pedagogical appropriateness rather than technological novelty.

4. Pedagogical Implications

The interconnected nature of these findings suggests the need for an integrated pedagogical approach that addresses cognitive, linguistic, motivational, and technological dimensions simultaneously. The "Shanghai International Studies University (SISU) Model" (Sun et al, 2025) exemplifies this, structuring training around "concept construction, skill progression, practice simulation, and industry integration," which directly addresses the cognitive, motivational, and technological needs identified in this study. The strong cognitive-linguistic challenges indicate that training should incorporate scaffolded exercises that progressively develop both processing capacity and language competence. The academic and career focused motivations suggest that authentic professional scenarios would enhance engagement and relevance. Similarly, there are researchers advocating for a "semi-professional training model" that uses real-world projects to bridge the gap between the classroom and the market, creating a contextualized learning environment that can manage cognitive load through scaffolded, authentic tasks (He et al., 2024). The technological preferences indicate that CAI tools should be strategically deployed to provide targeted support for specific skill development. By integrating such approaches, interpreter educators can design curricula that are both theoretically sound and practically relevant, effectively responding to the complex interplay of challenges and expectations presented by students.

Conclusion

This systematic investigation into the learning needs of English majors in the CI reveals three interconnected domains that shape the educational experience. Students demonstrate acute awareness of both cognitive and linguistic constraints, accurately identifying listening comprehension and short-term memory as primary cognitive challenges, while simultaneously recognizing idiom translation, vocabulary expansion and cultural expression as significant linguistic hurdles. Beyond these competency gaps, the research uncovers a hierarchical motivational structure wherein academic requirements establish the foundational engagement framework, with career preparation and skill enhancement representing progressively advanced objectives. As for the CAI tools, learners exhibit strategic rather than wholesale acceptance perspective.

The study contributes to interpreter education research in several meaningful ways. The parallel identification of cognitive and linguistic challenges suggests that effective needs analysis must address these domains simultaneously rather than sequentially. The consistent patterns observed across both quantitative and qualitative data indicate that students possess sophisticated meta-cognitive awareness of their learning constraints. Furthermore, the hierarchical nature of student motivations provides a theoretical framework for understanding how different engagement factors interact within interpreter training contexts.

Several methodological limitations warrant consideration when interpreting these findings. The concentration on a single institution and only two classes of students, which necessarily limits the generalizability of results across diverse educational settings. The reliance on self-reported data, while valuable for capturing perceptual patterns, requires supplementation with performance-based assessments. Additionally, the cross-sectional design prevents examination of how learning needs evolve throughout the interpreter development process.

This study suggests several useful areas for further research. First, long-term studies could follow students through their entire training. This would show how their needs change over time. Second, researchers could compare students from different types of schools. This would help show which needs are common to everyone and which are specific to certain programs. Finally, studies could test specific teaching methods designed to help students manage mental strain. The results would offer strong evidence for updating teaching practices.

Notwithstanding these limitations, this investigation provides a substantive foundation for advancing interpreter education. The demonstrated interrelationships between cognitive constraints, linguistic challenges, motivational structures, and technological perceptions offer

educators a comprehensive framework for developing more responsive pedagogical approaches. By addressing these interconnected domains, interpreter training programs can more effectively prepare students for the complex demands of contemporary language mediation while respecting the structured nature of their learning priorities.

Recommendations

This study makes several contributions to both the theory and practice of interpreter education. The findings advance needs analysis methodology in interpreter training by demonstrating the critical interrelationship between cognitive challenges, linguistic deficiencies, motivational factors, and technological perceptions. Rather than treating these as separate domains, the results indicate that effective curriculum design must address their interconnected nature. The research also advances the understanding of how meta-cognitive awareness develops in novice interpreters, as evidenced by students' accurate identification of their cognitive processing limitations. Lastly, the study contributes to the growing literature on technology integration in interpreter education by documenting the students' perceptions of CAI tools in the CI learning. Based on these findings, three key recommendations emerge for interpreter education curriculum development:

First, curriculum designers should develop integrated cognitive-linguistic modules that systematically address the processing bottlenecks and language-specific challenges. Since listening comprehension and STM emerged as primary cognitive constraints, while idiom translation and vocabulary expansion represented significant linguistic hurdles. Training activities should simultaneously develop these competencies through carefully sequenced pedagogical interventions. Such modules might include exercises that progressively increase cognitive load while incorporating the specific linguistic elements students find most challenging.

Second, technology integration should follow a pedagogically informed framework that aligns digital tools with specific learning objectives. This approach ensures technology serves as a strategic enabler rather than merely an additive component to existing curricula.

Third, interpreter education programs should establish systematic needs assessment protocols at multiple stages of the curriculum. The predominance of academic requirements suggests that curriculum designers should leverage this foundational motivation to advance broader learning objectives. The strong career orientation expressed by participants suggests that regular evaluation of professional alignment can enhance program relevance. Furthermore, ongoing assessment enables responsive curriculum adjustments that address evolving student needs as they progress through different developmental stages in their interpreter training.

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