

## ARTICLE

# Challenges and Strategies in Simultaneous Interpreting: A Case Study of Jadara University Students

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## ABSTRACT

This study aims to ascertain the perceptions of Jadara University students about simultaneous interpreting and to discuss how faculty members might assist students in improving their performance in this challenging task. A survey was conducted involving 360 students. The study revealed that students' performance and skill acquisition are influenced by factors such as their time management capabilities, language processing speed, familiarity with industry-specific terminology, and self-confidence. The research proposed certain measures to address these issues, including enhancing vocabulary acquisition in other languages, engaging in foreign language practice, participating in role-playing, and collaborating with professional translation services. The results demonstrated the significance of integrating structured organizational sessions and practical training with personalized academic tutoring. This approach not only links academic concepts with practical application but also prepares students for real-world interpretation scenarios, therefore advancing the field of interpretation education. This research demonstrates the significance of experience as a crucial element in assisting students in addressing academic challenges. Students with more knowledge are more predisposed to embrace novel learning methods. These programs may facilitate the training of a new generation of interpreters adept at addressing market challenges. The research indicates that trainer feedback is a crucial instrument for enhancing performance, since it enables students to evaluate their work and identify their strengths and weaknesses.

**Keywords:** Simultaneous Interpreting; Challenges; Strategies; Jadara University; Translation Training

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# 1. Introduction

In cross-lingual communication, simultaneous interpreting (SI) is seen as a tremendous advantage, especially in the globalised world of today. This study has two research goals. The first is to identify the unique difficulties that Jadara University's Interpretation and Translation students have when using SI. The second examines the methods these students employ to get beyond these obstacles. Understanding the special qualities of SI and its vital role in enabling real-time, cross-language communication is essential given the significance of this work.

When an interpreter uses SI, they must listen, understand, and translate in another language practically instantly while the speaker is still speaking. Since interpreters must translate continuously, the time component is the primary difference between SI and other translation methods. High levels of linguistic competence, focus, and fast thinking are necessary for this challenging endeavour. Simultaneous and consecutive interpretation are very different. Strong language abilities are necessary for both, but SI has particular difficulties, such as managing mental and physical stress, comprehending many grammatical systems, and retaining concentration and reasoning under pressure. Mistakes in SI can lead to the delivery of inaccurate or distorted information, underscoring its complexity.

According to Gile<sup>[1]</sup>, SI is one of the two main subcategories of interpretation, alongside consecutive interpretation. In contrast to sequential interpretation, which occurs after the speaker has finished, simultaneous interpretation transpires without interruption and with little delay. Proficiency in languages, multitasking capabilities, and agility in response are essential.

SI significantly contributes to the globalization process. It reduces language and cultural barriers, facilitating cross-border commercial success and promoting economic development and intercultural engagement. However, SI has several challenges. Interpreters engage with dynamic speech occurring in real time, in contrast to written translation, where the text remains static. This requires distinctive skills to provide accurate and prompt translations of messages<sup>[2-5]</sup>.

Interpreters in SI must confront several challenges, such as rendering idioms and jargon that lack direct equivalents in the target language. Cultural sensitivity is equally

crucial, since culture influences the dissemination of knowledge. The interpreter must address these issues to convey the material effectively. Considering the concerns of the audience complicates SI significantly. Interpreters assert that the translated material must be coherent and beneficial to its intended audience. This often implies that certain elements must be clear and pertinent, while others should be simplified. The location of the interpretation, such as a conference, diplomatic meeting, or commercial negotiation, may substantially influence the process, especially when addressing difficult or contentious subjects.

SI employs many strategies contingent upon the cultural disparities between the speaker and the interpreter. Probabilistic forecasting enhances operational efficiency and mitigates issues. This occurs when interpreters infer words or phrases based on contextual clues and signals. An alternative method is compression, which reduces less crucial components of speech such as adverbs and conjunctions to maintain the essential notion while managing the interval between speaking and comprehension. The performance of students is significantly impacted by the fact that interpretation is more complicated than translation. While translation involves replacing the source text (ST) with the target text (TT), allowing the translator sufficient time and access to resources (e.g., dictionaries) to ensure quality and accuracy, interpreting on the other hand involves real-time communication with immediate delivery. This typically occurs in physical settings, on television, or over the telephone, where the speaker, interpreter, and audience share the same environment<sup>[6]</sup>.

Miremadi highlights several differences that distinguish translation from interpreting<sup>[7]</sup>. Translation operates within distinct temporal and spatial dimensions, where the participants—author, translator, and audience—engage in separate contextual realities. Interpreting, however, occurs in a shared communication space, placing interpreters under significant linguistic, sociological, psychological, and cognitive demands to facilitate interaction effectively.

Although interpreting and translation are related, they differ significantly, starting with the method of delivery. Translation is the process of converting written source messages in one language into written target texts in another, with opportunities for drafting, revising, and reviewing the Target Text (TT). In contrast, interpreters must convey the

message orally and in real-time, leaving no room to rephrase ideas or use extensive translation tools. This immediacy requires interpreters to relay messages within seconds. While translation focuses on textual and paratextual elements, interpreting involves spoken words, incorporating gestures, facial expressions, intonation, and other non-verbal communication aspects. Interpreters, therefore, must consider both linguistic and non-linguistic elements to convey the intended message accurately. These inherent challenges are particularly pronounced in simultaneous interpreting (SI), which is often overwhelming for translation students.

Interpreters encounter several obstacles that they must navigate with a great deal of expertise. Because it requires accuracy, and a thorough comprehension of the target language and its cultural quirks, SI is sometimes considered the most difficult kind of interpretation<sup>[8–11]</sup>. As stated by Alshehab & Rababah<sup>[5]</sup>, many students at Jadara University have substantial challenges when performing interpretation, especially SI between Arabic and English. These obstacles result from the two languages' disparate cultural ideas, and syntactical patterns. In order to lessen these obstacles, the present study aims to investigate how students deal with and overcome these obstacles<sup>[12–15]</sup>.

The study aims to answer the following questions:

1. What are the challenges encountered by interpretation students at Jadara University in simultaneous interpreting?
2. What are the strategies employed by students to overcome these challenges?

This study is significant as it may help interpreters better understand the difficulties they face. Additionally, the study may yield valuable insights that contribute to future research in the field of SI. By recognising and resolving the difficulties presented by two different languages and cultures, this study will advance the area of interpretation studies.

## 2. Literature Review

Kuswoyo and Audina looked at a trial court case in English and then translated it into Indonesian<sup>[16]</sup>. The research employed the descriptive qualitative technique and got its data from video recordings that were posted on an official YouTube channel. The findings also demonstrated that the interpretation often added to or changed the meanings of

words or phrases in the speech. The findings showed that the interpreter used two kinds of sequential interpretation methods: strategies for reducing and strategies for reaching. The interpreter employed skipping, broken phrases, and filtering as ways to cut down on what was spoken. The interpreter used both a plea for help and an elaboration technique when it came to accomplishment tactics. This strategy was employed when the interpreter had trouble with long sentences that included hard words due to cultural differences. The results also revealed that the interpreter often gave more information about what words or phrases meant in the speech. The interpreter had to deal with difficult language in long speech segments in a certain way, mostly because of cultural differences. The interpreter added more information to the message to make it clearer in the target language and to show that she understood it better.

The research by Al-Harashsheh et al. showed that the interpreter has to deal with a lot of different cognitive and emotional processes at the same time while practicing sequential interpreting (CI)<sup>[8]</sup>, which might be hard. The study's sample is made up of 50 senior translation students who are doing a CI course (English-Arabic) at Yarmouk University in Jordan. Students had to read the Source Text (ST) and then record the Target Text (TT) in one-minute chunks each time they did so. Trainee interpreters had a lot of trouble with language, remembering, taking notes, and writing down the ST in the TL.

Murtiningsih and Ardlillah examined the challenges students face when interpreting<sup>[17]</sup>. Three Learning Express (LEx) program participants were interviewed in order to gather data. Through the program, native English speakers and Indonesian students interacted with local Yogyanese utilising descriptive qualitative approaches. According to the study, some ways to deal with these difficulties are asking for clarification, asking to speak in a second language, asking for repetition, asking speakers to change the way they speak, using smartphones, asking friends for help, using body language, and looking for synonyms. The study also found that bLEx students had trouble understanding the source language because of their low vocabulary, varied cultural backgrounds, and the speed at which their interlocutors speak.

Malau et al. examined the difficulties of oral translation focusing on communicating translated material orally<sup>[18]</sup>. The study emphasised the need for functional flexibility and

perfection in meaning conveyance, particularly when handling uncertain information or content. Maintaining correctness and fluency in the translated message requires this flexibility.

Liu carried out an empirical investigation to determine which cognitive processing pathways were represented in English/Chinese CI and which one predominated<sup>[19]</sup>. According to data from the two parallel pathways, multidisciplinary cooperation produced a more thorough and organised picture of how the form-based and meaning-based routes interacted. It was noted, although, that several of the proposed conclusions were far from definitive. The rapid nature of simultaneous interpreting and the requirement for quick answers make it a challenging activity. In order to keep up with the speaker's speed, simultaneous interpreters must complete their jobs right away. This might cause information overload and make it harder to understand specialised language or complicated sentence patterns. Interpreters use a variety of interpreting techniques to overcome the difficulties that arise while interpreting simultaneously.

Aal-Hajiahmed investigated the lexical, syntactic, and cultural issues that arise while translating from English into Arabic and vice versa, as well as the methods used to address or avoid these issues<sup>[20]</sup>. Two SI assignments from English into Arabic and from Arabic into English were completed by two sets of interpreters, experts and beginners. The experiment was first tested and validated in a pilot study. The purpose of the experiment is to: (1) identify the problem (process-oriented analysis); (2) render proper names, numbers, collocations, passive voice, terms and structures specific to a culture, and terms with religious content (product-oriented analysis); and (3) triangulate these data with the methods used by the participants. Questionnaires before and after the task are used to examine the issues that arose during the rendering of the Rich Points and the methods that were employed. Additionally, the participants completed two SI tasks: one from Arabic into English and one from English into Arabic. The study employed a mixed methodology for this study's data collection and analysis, qualitatively examining how participants interpreted the Rich Points, their post-interpreting reports, and the strategies they used. It also looked at the quantitative differences between experts and novices in terms of renderings that were inadequate, the percentage of these renderings that were inadequate, and

the strategies used. The findings demonstrate that skilled interpreters are very skilled at recognising the issues and the mental processes that led to them in both SI tasks.

However, inexperienced interpreters demonstrated their ignorance of the majority of interpreting issues, which negatively affects their performance. Additionally, during both SI tasks, experts demonstrated more strategic behaviour than novices since they were able to use solutions that averted and even corrected the issues. Conversely, novices had difficulties in every category as they were unable to use the necessary techniques to avoid or resolve the issues. The Rich Points were conspicuously absent from their performance. By highlighting the importance of issue recognition as the initial stage of problem-solving, this study contributes to the field of interpreters' training. The study also emphasises how crucial it is to effectively regulate cognitive processes throughout the SI task in order to avoid issues and maintain the flow of interpretation.

Maulida and Saehu investigated the procedures of consecutive interpreting used by a professional interpreter<sup>[21]</sup>. The study was conducted using an open-ended interview format, with the interpreter as the primary informant. The study's findings indicated that there were no standardised procedures for conducting interpreting, but that it typically involves three distinct stages: pre-interpreting, interpreting, and post-interpreting. These processes involved in consecutive interpreting include various aspects related to the interpreter's preparation, including tasks such as material preparation, briefing, commitment to professional ethics, establishing an agreement or contract, putting strategies to mitigate potential interpretation errors, and, most importantly, using effective note-taking techniques.

Aminzadeh examined the problems that translation students encounter when they use simultaneous interpreting (SI)<sup>[22]</sup>. We asked senior translation students in the Kurdistan Region what problems they had translating from English to Kurdish or Arabic in the classroom. The research looked at the problems students had with SI from a linguistic, cognitive, cultural, interactional, and translational point of view. For this objective, a questionnaire was made that included the issues related to the stated dimensions and was provided to the students. The results revealed that the pupils had the most trouble (22%) with cognitive issues, such as interpreting quick speech, memorizing things, having a lot of informa-

tion, and thinking strategically. In conclusion, translation teachers should focus on all aspects of SI in the classroom so that students may become better at these things.

Agung et al. looked into the techniques employed by a professional interpreter in the YouTube movie “Simultaneous Interpreting Example”<sup>[23]</sup>. We got the information by taking notes and watching. We utilized the interpretation techniques from the work of Li to examine the data<sup>[24]</sup>. The results indicated that the movie's translator employed six distinct ways to interpret: addition, compression, paraphrasing, segmentation, omission, and restructuring. The translator was able to explain complicated concepts across languages, adapt to varied linguistic patterns, and help the audience comprehend better by applying these methods.

SI is a hard procedure that involves translating what is spoken in one language into another right away. The chapter being reviewed summarizes information on the main challenges that SI interpreters are known to face, as shown by a number of important papers. In this way, the present problems will be identified so that the best ways to improve training and performance for interpreters, especially for students at Jadara University, may be found.

In this respect, Gile introduced the Effort Model, which serves to explain the cognitive activities involved in simultaneous interpreting<sup>[1]</sup>. According to Gile, simultaneous interpreting consists of three primary efforts: The Listening and Analysis Effort, the Production Effort, and the Working Memory Effort. These efforts occur concurrently and sometimes stretch the abilities of an interpreter to the extreme. Gile's model demonstrates that in order to complete these tasks and avoid cognitive overload, which can lead to interpretive errors, appropriate resource management is required.

Dastjerdi concentrated on the difficulties that students have while translating idioms that are ingrained in language and culture<sup>[25]</sup>. Because they reflect meanings that differ from their literal translations, idiomatic idioms can be difficult to understand. Baker has provided several solutions for rendering idioms, including paraphrasing, omission, and looking for idioms with the same meaning in the target language. These strategies help interpreters respond to situations involving idiomatic expressions and ensure that the message is conveyed accurately.

According to Murtiningsih and Ardlillah<sup>[17]</sup>, prospective professional challenges include pronunciation and di-

alect issues in interpreting. People often mispronounce words, use regional accents, and employ various dialects, which can affect the meaning and comprehension of the text, as well as its interpretation. Some of the difficulties encountered in SI include processing demands, language and cultural differences, and mechanical issues. According to the reviewed studies, there is a need to apply efficient methods to address these problems, such as rational resource distribution, proactive and reactive preparation, cultural sensitivity, and flexible practice in receiving different speech patterns. Thus, it can be concluded that the application of these measures would help increase the effectiveness of interpreters, including those working at Jadara University, ensuring proper communication in a multilingual environment<sup>[26-29]</sup>.

In the context of the study, the choice of strategy in SI is determined by the interpreter's planning, objectives, and actions. In other words, strategy in SI can be defined as how the communicative agenda or intention in an actual communicative situation is transferred from the source language (SL) to the target language (TL). In this method, the speaker's cultural and personal traits, as well as language varieties and features, including language classifications and subclasses<sup>[30]</sup>, are incorporated. Hence, it can be seen that while the effect of a strategy may depend on language factors, it can also involve non-linguistic aspects. That is, interpreters may use multiple strategies to achieve the best results.

In practical terms, strategies of SI expand the concept of language skills and the possibilities of the interpreter, encompassing a complex set of competencies that include speaking while listening, as well as possessing both general and specialized knowledge<sup>[31-34]</sup>. Some researchers make a distinction between “techniques” and “skills” within SI. While techniques are more precise regarding the process of interpretation, the notion of skills includes a broader context of the abilities of an interpreter. However, these techniques are part of a macrogenre, which is a set of strategies designed to meet the communicative objectives. Thus, a large body of work in the field of SI theory and practice is aimed at identifying these strategies and evaluating them as successful tactics.

### 3. Methodology

The study aimed to understand the perceived barriers faced by simultaneous interpreting (SI) students at Jadara

University through questionnaires and interviews with staff. The sample consisted of 360 undergraduate students studying translation and interpretation. The questionnaire included questions on demographic details, SI challenges, strategies for overcoming obstacles, and support needed from students. Interview questions focused on the main challenges students face in interpreting, strategies to overcome these difficulties, and how these strategies can be integrated into teaching and training. Construct and face validity tests were conducted to ensure the data reflect the phenomenon being studied. Ethical considerations were adhered to, with participants informed about the study's nature and objectives, and their anonymity preserved throughout the study process. The Pearson correlation coefficient revealed that students' biggest problems were speaking too quickly, having a restricted vocabulary, not being able to manage their time, having trouble remembering things, staying focused under pressure, being mentally tired, and not having enough practice materials. The study employed descriptive analysis to find out the participants' gender, year of education, and level of translation expertise. We employed several measuring scales to look at the sample's characteristics. For example, we used a five-point Likert scale to get the average scores for each questionnaire

item. The research also looked at the answers of 360 students from various academic levels, concentrating on the problems they had and the ways they tried to get the best translation results. Cronbach's Alpha coefficient was used to check the questionnaire's internal consistency, and Pearson's correlation coefficient was utilized to find out how strategies and challenges were related. We used correlation coefficients to find out how closely related variables were to each other in terms of positive or negative trends. The research also employed a Five-Point Likert Scale to get a variety of answers and allow participants to provide more thorough feedback. The computed class duration sets the limits for the three levels. This made it possible to find areas where respondents said they had more or fewer problems or methods. The research done at Jadara University followed ethical guidelines and got information from participants.

## 4. Results and Discussion

An overview of the skewness values for each questionnaire item is provided in **Table 1**, which facilitates determining whether the data distribution meets the normality requirements. This is crucial for selecting the appropriate statistical analysis for the research.

**Table 1.** Normal Distribution of Study Variables.

Item	Skewness	Standard Error	Kurtosis	Standard Error
Speed of speech	0.035	0.129	-1.035	0.256
Limited vocabulary	-0.399	0.129	-0.727	0.256
Time management	-0.307	0.129	-0.671	0.256
Memory strain	-1.172	0.129	1.21	0.256
Maintaining focus under pressure	-0.589	0.129	-1.012	0.256
Mental fatigue	-0.495	0.129	-0.741	0.256
Lack of practice materials	-0.083	0.129	-0.981	0.256
I allocate time to read relevant texts and sources before starting the interpretation.	-0.399	0.129	-0.727	0.256
I practice exercises to improve my memory retention.	-0.669	0.129	-0.714	0.256
I use specific techniques to reduce stress during simultaneous interpreting.	-0.650	0.129	-0.486	0.256
I work on enhancing my listening skills in the source language by regularly listening to original materials.	-0.438	0.129	-0.815	0.256
I seek advice and support from instructors to improve my skills.	0.035	0.129	-1.035	0.256

Table 1. Cont.

Item	Skewness	Standard Error	Kurtosis	Standard Error
I review my interpretations afterward to learn from mistakes and improve my performance.	-0.083	0.129	-0.981	0.256
I utilize applications and technological tools to enhance my interpreting skills.	-0.495	0.129	-0.741	0.256
Allocate time to read relevant texts and sources before starting translation.	-0.589	0.129	-1.012	0.256
Provide practical training within the university.	-0.495	0.129	-0.741	0.256
Provide training resources such as audio-visual tools.	-0.589	0.129	-1.012	0.256
Receive academic support and periodic advice from professors.	-0.650	0.129	-0.486	0.256
Provide practical training opportunities in translation institutions.	-0.438	0.129	-0.815	0.256

#### 4.1. Question Analysis

##### First Question: What are the primary challenges encountered by interpretation students at Jadara University in the field of simultaneous interpreting?

The study's first question was analyzed to identify the main difficulties that interpretation students at Jadara University face. Descriptive statistical techniques, such as computing means and standard deviations, were used to analyze the responses and determine how common each issue is among the students.

This analysis allows us to identify the most prevalent and significant challenges impacting their performance in simultaneous interpreting. This information provides specific recommendations for improving the educational process and support provided to students, which enhances their skills and increases the effectiveness of the university's interpretation

programs.

The findings in **Table 2** demonstrate the difficulties encountered by translation students in simultaneous interpreting; an overall mean of 3.79 suggests that there are generally many difficulties. The table's elements have mean values ranging from 3.57 to 4.17, indicating a range of challenges the students faced. Course memory strain was considered the most severe challenge, with the highest mean score of 4.17. This reflects the pressure students endure throughout the SI process, as well as the need to recover information quickly. Memory strain is seen as a major concern, indicating the need for effective strategies to reduce the psychological stress associated with the interpretation process. On the other hand, the lack of practice materials was rated seventh, with an average of 3.57. This indicates that it is perceived as a moderately important issue.

Table 2. Descriptive Statistics for the Challenges in Simultaneous Interpreting.

Item	Mean	Standard Deviation	Rank	Levels
Lack of practice materials	3.57	1.07	7	Medium
Limited vocabulary	3.75	1.13	3	High
Time management	3.65	1.14	6	Medium
Memory strain	4.17	0.81	1	High
Maintaining focus under pressure	4	1.04	2	High
Mental fatigue	3.67	1.05	5	High
Speed of speech	3.73	0.911	4	High
Challenges in Simultaneous interpreting	3.79	0.607	High	

##### Second Research Question: What are the main strategies employed by interpretation students at Jadara University to overcome each challenge?

To determine which techniques students believe can help them address the challenges they face in simultaneous interpreting, the data was examined. The Statistical Pack-

age for the Social Sciences (SPSS) was used for this analysis. Descriptive statistics summarize students' strategies, and inferential statistics identify any statistically significant correlations between reported difficulties and strategies.

The results in **Table 3** show the strategies used by interpretation students at Jadara University to overcome challenges in simultaneous interpreting. The overall mean value of 3.57 indicates that the level of usage of these strategies is generally medium, suggesting that students rely on these methods to a moderate to high extent to improve their performance in simultaneous interpreting. The means range between 3.23 and 4.00, highlighting a variation between the most and least used strategies. The strategy "I practice exercises to improve my memory retention" ranks first with a mean of 4.00, indicating that this is the primary strategy students rely on to overcome challenges, particularly those

related to memory strain. This result shows students' awareness of the importance of strengthening memory as an essential part of improving their performance in simultaneous interpreting.

On the other hand, the strategy "I seek advice and support from instructors to improve my skills" received the lowest mean of 3.23, suggesting that students may not rely heavily on instructor support, possibly turning to other means to address challenges. This lower result may indicate a need to enhance the relationship between students and instructors as part of improving the level of education and training in this field. Now, the T-Test and ANOVA can be applied to compare the effectiveness of strategies based on variables such as gender, educational level, and experience in simultaneous interpreting, aiming to determine whether there are statistically significant differences among the various groups.

**Table 3.** Descriptive Statistics for the Strategies Used to Overcome Challenges.

Item	Mean	Standard Deviation	Rank	Levels
1. I allocate time to read relevant texts and sources before starting the interpretation.	3.51	1.13	5	Medium
2. I practice exercises to improve my memory retention.	4	1.01	1	High
3. I use specific techniques to reduce stress during simultaneous interpreting.	3.66	1.10	3	High
4. I work on enhancing my listening skills in the source language by regularly listening to original materials.	3.68	1.08	2	High
5. I seek advice and support from instructors to improve my skills.	3.23	1.11	7	Medium
6. I review my interpretations afterward to learn from mistakes and improve my performance.	3.35	1.12	6	Medium
Strategies used to overcome challenges	3.57	0.75	Medium	

## 4.2. Differences Based on Gender

The results in **Table 4** present the Independent Sample T-Test analysis for gender differences among interpretation students at Jadara University. The purpose of this analysis is to determine whether there is a statistically significant difference in the strategies used to overcome challenges in SI based on gender.

The T-test statistic is **0.948**, with **358 degrees of free-**

**dom**, and the *p*-value (Sig, 2-tailed) is **0.344**. Since the *p*-value is greater than the standard significance level of 0.05, we can conclude that there is no statistically significant difference in the use of strategies based on gender.

In other words, both male and female students employ similar strategies to overcome the challenges they face in simultaneous interpreting, indicating that gender does not play a significant role in determining the preferred strategies used by students in this context.

**Table 4.** Independent Sample T-Test for Gender.

T	df	Sig (2-tailed)
0.948	358	0.344



### 4.3. Differences Based on Year of Study

The results of **Table 5** from the one-way ANOVA analysis reveal significant differences in the strategies employed to overcome challenges in SI based on the year of study. The findings show a statistically significant difference among the groups, with an F value of 4.772 and a significance (Sig)

value of 0.003, indicating that the means differ significantly among students from different study years. **Table 6** indicates that third-year students exhibit the highest mean score of 3.70, suggesting that they are the most frequent users of effective strategies to overcome challenges in SI compared to students in other years.

**Table 5.** One-Way ANOVA Based on Year of Study.

	Sum of Squares	df	Mean Square	F
Between Groups	7.952	3	2.651	4.772
Within Groups	197.754	356	0.555	
Total	205.706	359		

**Table 6.** Descriptive Based on Year of Study.

	Mean	Std. Deviation
First Year	3.23	0.809
Second Year	3.44	0.584
Third Year	3.70	0.943
Fourth Year	3.63	0.492

These results highlight that the year of study significantly impacts the effectiveness of the strategies used, reflecting the development of skills and experiences as students progress through their academic program. Students in later years of their program are more effective in applying strategies because they have had more time to develop their skills and gain relevant experience compared to students in earlier years. These observations provide valuable insights for educational institutions to design programs aimed at enhancing skills and strategies among students in earlier years, thereby improving their educational experiences and performance in the field of interpretation.

### 4.4. Analysis of Differences Based on Level of Experience in Interpretation

The findings of the one-way ANOVA analysis in **Table 7** reveal notable variations in the methods employed to address SI difficulties based on the degree of interpretation

expertise. Statistically significant differences were observed between the groups, with an F value of 9.065 and a Sig value of 0.00. As shown in **Table 8**, students with “good” experience had the highest mean score (3.72), indicating that they are more likely than students with other experience levels to employ effective strategies to address challenges in the field of simultaneous interpreting.

These results imply that experience level has a major impact on how effective strategies are as more experienced students show a better grasp and implementation of strategies, which helps them get over challenges more successfully. These insights could help educational institutions design targeted training programs to enhance the educational experience and performance of students with minimal or moderate expertise in interpretation. Next, Pearson's correlation coefficient was used to examine the relationship between the challenges faced by students and the strategies they adopt to overcome them.

**Table 7.** One-Way ANOVA Based on Level of Experience in Interpretation.

	Sum of Squares	Df.	Mean Square	F	Sig
Between Groups	14.599	3	4.866	9.065	0.00
Within Groups	191.108	356	0.537		
Total	205.706	359			

**Table 8.** Descriptive Based on Level of Experience in Interpretation.

	Mean	Std. Deviation
None	-	-
Limited	3.04	0.385
Moderate	3.26	0.720
Good	3.72	0.747
Very Good	3.54	0.756

**Table 9** presents the results of Pearson's correlation coefficient analysis between the challenges faced by students and the strategies they employ to overcome them. The findings show a strong positive correlation (Pearson's correlation coefficient = 0.751) with statistical significance (Sig = 0.00), indicating a significant positive relationship between the level of challenges and the extent of strategy usage. This implies that students who have significant problems in SI are more prone to use a variety of coping mechanisms. One way to understand this link is that students who have more difficulties in SI are more likely to use a variety of tactics to get beyond these barriers. Students are more inclined to use a variety of techniques to improve their performance and interpretation abilities as the difficulties rise.

**Table 9.** Pearson's Correlation Coefficient between Challenges Faced and the Strategies.

Challenges Faced	Strategies
Pearson's correlation coefficient = 0.751	
Sig = 0.00	

## 5. Discussion

Interpreting students face numerous challenges, including time pressure, unfamiliar terminology, dialects, mental fatigue, language difficulties, and fear of making mistakes. These obstacles can lead to a loss of self-confidence, diminishing motivation to learn and improve, and creating a cycle of underperformance. To solve these problems, good solutions include focused practice to build vocabulary, training under pressure, analyzing mistakes, shadowing, and dialect training. Universities help close the gap between theory and practice by including hands-on workshops and simulation programs in their courses. Partnerships with professional organizations help students become ready for their jobs by exposing them to industry standards and practices. Hands-on training helps students learn how to deal with the difficulties of interpreting in professional settings, which makes them

more resilient and adaptable.

Another important part of skill improvement is getting personalized academic help. Frequent constructive criticism builds confidence and helps you find things that need to be worked on. Ongoing review and open communication between instructors and students can create a helpful learning environment. Workshops, conference simulations, and collaborations with other organizations help students strengthen their practical skills even further.

Some students found SI quite hard, particularly those who don't typically have to deal with live interpreting situations. Also, students had trouble making sure that their translations were as accurate and authentic to the source as they needed to be. The research also revealed that outside factors, such as the absence of training resources and the availability of technology, affected how well students could deal with these problems. Students learned better when their training anxiety was decreased because they had good training materials and frequent feedback from their teachers. It was also recognized that one big problem that would slow down the students' progress was that they had not had enough experience with real-life interpreting situations.

Students who used strategies more often were more likely to come up with good ways to cope with problems. Because the students were more acquainted with the SI process, they were better able to use what they had learned in seminars.

The statistical results further support the idea that experience is an important component in deciding which strategies to adopt. Students who said they had "Good" levels of experience were better at handling problems because they had more practice and a better knowledge of how to do real-time interpretation. The F value of 9.065 and the Sig value of 0.00 show that experience did have a big effect on how successfully the students' approaches worked.

According to these results, student interpreters who practise simultaneous interpreting are better equipped to han-

dle large amounts of information, lessen cognitive overload, and have more control over proper language conversion.

Both translating for understanding and translating for productivity were taken into account when evaluating students' involvement, and professors assisted students with the interpreting process. According to several students, receiving feedback or guidance from teachers during lectures—and, more especially, during simulations—was helpful for improving their proficiency. By giving students regular and thorough feedback, teachers raised the possibility that they would come up with practical solutions to the problems they faced. Because students who felt supported by their professors were more self-assured and more equipped to handle the difficulties of simultaneous interpreting, the results emphasise the significance of instructor engagement.

Thus, the study's results suggest several important recommendations to enhance the educational process at Jadara University. Based on the identified challenges and strategies, there is a clear indication that opportunities for practice, access to resources, and support from instructors should be improved to boost student performance. One of the author's recommendations is to provide students with actual practice opportunities that mimic real-world interpreting scenarios, beyond what is currently being offered. Furthermore, it would be beneficial to give students more personalized attention and better feedback to address individual difficulties. This approach would allow students to learn according to their capabilities, increasing their chances of overcoming areas of challenge.

The use of technological tools in facilitating students' learning was identified as another factor that helped overcome challenges. Students who had the opportunity to use up-to-date interpreting software and tools felt better prepared for simultaneous interpreting. Specifically, the study suggests that the inclusion of advanced technological tools in the curriculum could further enhance student performance in actual real-time tasks. These tools would create a better learning environment, reflecting the technological advancements students are likely to encounter in their workplaces.

The results of this paper highlight the necessity of providing more practice opportunities, applying technology more effectively in education, and offering enhanced instructional support to better improve students' abilities. Further research could explore the effects of other training strategies

utilized in the teaching process, such as the incorporation of information and communication technologies and realistic simulations, on students' outcomes. Additionally, the study recommends further research into how teacher practices impact learner outcomes in simultaneous interpreting, particularly in flexible or online learning contexts.

From the interviews with selected faculty members, it was also possible to identify some of the major issues affecting students when interpreting in the simultaneous mode. The main challenges include time constraints, working under pressure, the high cognitive load of filtering and analyzing information in real time—often involving unfamiliar material—and the use of technical language and/or regional dialects. Fear of making mistakes and a lack of self-confidence were also cited as factors hindering student development. These difficulties collectively inhibit the overall accuracy and precision of students' performance, which in turn affects their readiness for further practice.

Lecturers also noted that these challenges influence students' skill acquisition by decreasing their preparedness for specific circumstances and diminishing their motivation to advance. These difficulties, therefore, compound the stress and frustration, which in turn reduces the possibility of improving students' SI potential. This finding emphasizes the need to integrate both the methodological and psychological aspects of the training process to foster students' development.

In proposing potential solutions to these issues, the respondents focused on the value of vocabulary expansion and practicing under pressure. Such strategies help students prepare for the realities of online interpreting. Several approaches were recommended for practice-based activities, including observation and error analysis, as useful techniques for improving students' resilience and accuracy.

Regarding the integration of these strategies into traditional, academically focused curricula, all participants emphasized the necessity of skills-based workshops that simulate authentic interpreting contexts. Integrated training sessions and collaborative exercises were suggested to promote group interaction and improve students' problem-solving abilities. Faculty members also highlighted the importance of collaboration with professional translation organizations to expose students to real-world situations.

The practice of training both within the university and

in external institutions was a common theme. Interpreting students preferred real-life practice where the interpreted material was analyzed. Faculty members noted that real-world experiences were critical for developing students' professional skills. This need was addressed by providing training within translation institutions and engaging in role-play activities, such as conference simulations.

Faculty members often advise students on their subject majors and minors, course selections, and learning strategies to enhance academic achievement. There is also a need to involve students and instructors in open dialogue with each other. Positive feedback and constant monitoring were identified as strategies to help students recognize their areas of difficulty. The committee also recommended enhancing student support through the development of mentorship structures and the establishment of strong review sessions.

## **6. Conclusions and Recommendations**

The study has shown that the cognitive pressure of balancing listening, speaking, and analysis duties makes it hard to become a proficient interpreter. The interviewed faculty staff suggested useful techniques, such as developing vocabulary, practice, and exposure to cultural experiences. It is essential to incorporate experiential learning into SI training programs. For instance, workshops would offer SI students controlled settings where they may refine their abilities. As such, students can gain the agility that is necessary for success by simulating situations like mock conferences, which replicate the stressful environments of real interpretation. Remarkably, practical internships can bridge the gap between classroom learning and practical application. They can provide experience to actual interpreting challenges. In such situations, faculty mentoring is essential for stimulating students' growth. To assist students in identifying particular areas of weakness, faculty can offer frequent constructive criticism, and personalised feedback.

This study contributes to highlighting the role of experience as a central factor in developing students' ability to deal with academic challenges. Students who have higher levels of experience will probably adopt innovative learning strategies. These initiatives can develop a new generation of interpreters capable of handling the market's intricacies.

Additionally, the study emphasises using trainer feedback as a valuable tool for performance improvement, allowing students to assess their performance and determine their areas of strength and weakness.

## **Author Contributions**

L.R.: Conceptualization, methodology, formal analysis, supervision, writing—original draft, and writing—review and editing; L.B.: Data collection, investigation, transcription, and initial draft preparation. All authors have read and agreed to the published version of the manuscript.

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## **Institutional Review Board Statement**

Ethical review and approval were waived for this study in accordance with Jadara University regulations, as the research involved minimal risk, voluntary participation, and no collection of sensitive personal data.

## **Informed Consent Statement**

Informed consent was obtained from all participants involved in the study. Participation was voluntary, and students were informed of the purpose of the research, the confidentiality of their responses, and their right to withdraw at any time without penalty.

## **Data Availability Statement**

The data presented in this study are not publicly available due to confidentiality agreements and privacy considerations involving student participants.

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## Conflicts of Interest

The authors declare no conflict of interest.

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