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Impacts of Event-Based Learning on Interpreting Learners: A Case Study from Vietnam

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ABSTRACT

This study examines the pedagogical value of Event-Based Learning (EBL) in interpreter training, focusing on its impact on interpreting learners. Grounded in experiential and situated learning theories, it explores how structured communicative events such as mock conferences, talk shows, and company visits enhance interpreting competence. Twenty undergraduate students joined a four-week EBL program, taking roles as both event organizers and interpreters. A mixed-methods approach combined survey data, student reflections, and interviews with professional interpreters to ensure depth and triangulation. Findings show EBL significantly supports key interpreting skills, particularly listening comprehension (M = 3.40) and message processing (M = 3.35). Students reported greater fluency and engagement in realistic scenarios. However, limited improvement was seen in stress management, concentration, and self-monitoring, suggesting a need for more support in affective and metacognitive areas. Technology-enhanced activities aided preparation but offered minimal benefit during live interpretation. Professional interpreters validated these outcomes, stressing that EBL reflects real-world challenges and builds practical skills. However, they emphasized the need for guided reflection, emotional regulation, and adaptive decision-making, areas not fully developed through experiential learning alone. The study affirms EBL's cognitive benefits while advocating for a more holistic, tech-integrated training approach.

Keywords: Event-Based Learning (EBL); Interpreting Competence; Bilingual Competence; Interpreting Learners

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1. Introduction

Event-based learning (EBL) is a pedagogical approach in which learning is implemented by participating in planned events and activities that resemble or provide real-life context[1]. Being conducted in the forms of public performances or events, EBL creates pressure to motivate learners and contributes to their language acquisition. Using EBL in language education has gained a rising tide of attention from education in recent years, especially in the training of interpreters. This education approach helps to narrow the theoretical knowledge and practical skills.

Recent studies have underscored the effectiveness of EBL in interpreter training. Sassamn[2] emphasized the significant roles of hands-on practice through the application of Kolb's learning cycle. Similarly, CATIE analyzes specific examples from interpreting studies, and emphasizes field-based learning opportunities, assessment strategies, educators' roles in EBL. The study emphasized the functions and values of EBL in bridging the gap between classroom instruction and real-world interpreting scenarios, highly appreciating immersive experiences that simulate real world professional environments[3].

In the context of remote interpreting, EBL has also proven beneficial. A research by Mouzourakis[4] reviewing recent remote interpreting experiments, emphasized the necessity for training that reflects the unique challenges of remote settings. This finding is in alignment with those by Krystallidou et al.[5], who advocated for collaborative practice in interpreter training to promote both technical skills and interpersonal communication.

Having been recognized as an effective educational approach, EBL has been used in interpreting classrooms in Vietnam teaching context. A notable study[6] on the use of mock conferences in consecutive interpretation classrooms emphasized that the methods make learners be immersed in realistic scenarios, which helps to enhance their concentration, professionalism, and interpreting strategies. EBL application also reflects a growing awareness of the roles of practical experiences in authentic situations in the educational sectors in general, and in the interpreter education in particular[7].

Despite the recognized benefits of EBL, its implementation, particularly through event organization as a classroom activity remains a relatively novel approach in language education. Existing research on this pedagogical method is limited. EBL classrooms, modeled after authentic events, follow structured and systematic procedures, offering learners hands-on experience in event planning. As a result, students not only develop interpreting-related competencies but also enhance a range of transferable skills, including language proficiency, communication, and logistical coordination. For interpreter training programs, the integration of such innovative, practice-oriented methodologies is essential to equip students with the multifaceted skill set required to meet the evolving demands of the profession[7].

This study seeks to address the identified research gap by evaluating the impact of EBL on interpreting learners in Vietnam. Focusing on key competencies—such as listening comprehension, message accuracy, and professional adaptability—it aims to assess the extent to which EBL enhances interpreter training and to identify areas requiring further pedagogical support. The findings are expected to contribute to the broader discourse on innovative teaching practices in language education and offer practical insights for the integration of EBL into interpreter training curricula.

Despite multiple benefits generated by EBL, events or organizing events as English class activities have been mentioned as new-style in language teaching. Few studies related to this kind of activities have been found. Like authentic events, all steps in EBL classrooms are strictly followed. Therefore, event participants are certain to get their skills in event organizing. Besides, language skills, communication skills, logistic skills… are fostered. For the training of interpreters, incorporating such innovative teaching methodologies is necessary for enabling interpreting learners to fulfill the increasing demand of the professional effectively[7].

This study aims to address this gap by evaluating the impact of EBL on interpreting trainees at FPT University, Vietnam. By focusing on assessing major competencies such as listening comprehension, message accuracy, professional adaptability, the study seeks to determine how EBL promotes interpretation training and identify areas for improvement. The findings will contribute to the ongoing discussion on innovative teaching methods in language education and provide valuable insights into the integration of EBL activities in interpreter training curricula.

2. Literature Review

2.1. Events

Recent studies have been carried out on events and BBL. Regarding the concepts of events, Getz[8] has synthesized different kinds of events related to history, geography, culture, society, political science, economics. He also emphasized the thousands-of-year existence as "an integral part of civilization". Events, as he stated, range from "political assemblies, sport competitions, feasts and revelry to religious celebration. Likely, Sofied and Li[9] stated, "the evolution and life-cycle of events is an important historical topic with management implication." Event, as defined by the Cambridge Dictionary refers to "anything that happens, especially something important or unusual". Other definitions given by different kinds of dictionaries refer to "occurrence", "happening", "incident", or "experience". Similarly, Dolasinski et al.[10] defined "an event is an occurrence that has a time element, two or more participants, is planned, and is a unique opportunity". By analyzing 95 articles related to events, the author classified events into 4 major types including "professional, entertainment, social, and common-caused events", which were then divided into 25 different sub-types.

Based on the above-mentioned, it can be summarized that event is a special occasion which is organized with the participation of a group of participants joining for different purposes such as meetings, conferences, talk shows, field trips…. Events are always in-advance planned and classified into different types depending on organizers' purposes and events' purposes.

2.2. Events in Language Teaching

Events, defined as planned occurrences with specific objectives, have been utilized in language classrooms to simulate real-life scenarios, thereby providing students with authentic communicative experiences. In a study, McRae and Matsuki[11] underscored that learners use their knowledge of common events to understand language. The authors suggested that EBL is capable of facilitating language comprehension and production. can facilitate language comprehension and production. Similarly, Johnson[12] discussed the important role of incorporating EBL in fostering student engagement. According to the author, taking part in events and immerging themselves in event-related issues help to foster learners' critical thinking skills and their ability to communicate in real context. With the same research objective, Gąsior[13] focused on the use of storytelling-based games as event-like activities in English classrooms. The findings underscored that such interactive tasks motivated classroom interaction and developed students' speaking skills.

2.3. Event-Based Learning in Interpretation Teaching

Studies conducted on EBL have increasingly gained attention in interpreter education as an experiential pedagogical model that immerses learners in realistic communicative scenarios. By engaging students in structured activities such as mock conferences, bilingual talk shows, and site visits, EBL encourages the development of interpreting competence in context-rich environments that simulate real-world professional settings. Unlike traditional lecture-based models, EBL fosters learning through active participation, role assumption, reflection, and peer collaboration. This approach has been widely adopted and endorsed by scholars and educators for its ability to integrate linguistic, cognitive, and professional development.

The pedagogical value of EBL is well-supported by theoretical and empirical studies. Pan[14] demonstrated that mock conferences, central to many EBL underscored designs, promote interpreting students' growth in professionalism, psychological resilience, and strategic competence. These high-fidelity events simulate authentic challenges faced by interpreters, including speaker unpredictability, time pressure, and multilingual coordination. Similarly, Zhang[15] advocated for the use of cooperative learning within EBL frameworks, where students plan and deliver interpreting services in teams. This environment fosters learner autonomy and motivation while sharpening essential soft skills like teamwork, adaptability, and accountability.

EBL's foundation is conceptually grounded in Experiential Learning Theory (ELT) and Situated Learning Theory (SLT), both of which provide robust justifications for its use in interpreter education. Kolb's ELT[16] proposed a teaching ways with four-stage learning cycle (concrete experience, reflective observation, abstract conceptualization, and active experimentation). Within interpreting training, this translates into learners interpreting live content, evaluating their

performance through feedback or self-assessment, distilling strategies for improvement, and applying them in future interpreting scenarios. As Sawyer[17] noted, such recursive cycles of learning develop not only competence but also metacognitive skills crucial for real-time decision-making.

Complementing ELT, Situated Learning Theory[18] asserts that effective learning occurs through active participation in meaningful contexts. In interpreting education, situated learning takes place when students assume professional roles and engage in context-specific decision-making, such as terminology management, interaction coordination, and discourse navigation. These socially situated experiences encourage the internalization of not just linguistic strategies, but also professional behaviors, ethical sensitivity, and role awareness.

The potential benefits of EBL are echoed in broader scholarship on interpreting education. Higginbotham[1] emphasized the role of "positive pressure" in interpreting tasks. Learners often thrive when placed in real-time, performance-driven settings that require immediate application of interpreting skills. This pressure promotes attentional control and builds confidence. Sassaman[2] similarly advocated for immersive learning experiences, arguing that they provide opportunities for students to authentically confront and adapt to realistic cognitive demands, which means preparing them more effectively for the fluid and dynamic nature of interpreting work.

The CATIE Center[3] offers a model for scaffolded experiential learning environment in interpreter education, emphasizing the need for structured reflection and cyclical performance. Through guided feedback, repeated event participation, and intentional task design, learners develop competence in linguistic processing, strategic planning, and affective self-regulation. In a study on technologically mediated learning environments, Mouzourakis[4] recommended that EBL simulations incorporate remote interpreting platforms, allowing students to practice interpreting in conditions that reflect modern industry expectations, particularly in healthcare, judicial, or conference settings.

Team-based learning is also emphasized by Krystallidou et al.[5], who argue that collaborative interpreting environments enhance interpersonal communication, stress management, and co-regulation. Their findings support the use of EBL scenarios that promote group decision-making and peer feedback. These interactions help learners develop interpretive agility and emotional intelligence, especially in high-stress environments. In the Vietnamese context, Duong and Nguyen[6] similarly observed that mock conferences improved learners' fluency, thematic awareness, and concentration by exposing them to complex, structured discourse in real-time interpretation training.

Beyond interpreting-specific studies, Pan[14] underscored cognitive science also supports EBL as a vehicle for meaningful language learning. McRae and Matsuki[11] proposed that learners comprehend language more effectively when tasks reflect familiar real-life situations—exactly the kind of structured "event scripts" used in EBL. This helps students activate background knowledge and better predict discourse patterns. Johnson[12] and Gąsior[13] similarly point out that task authenticity such as that found in storytelling and game-based activities fosters critical thinking, particularly mock conferences helped active listening, and spontaneous output.

Despite these many advantages, EBL does not automatically address all aspects of interpreter competence. One limitation involves its capacity to foster metacognitive and affective development, including self-monitoring, reflective thinking, and stress regulation. While students may improve learners' skills related to professional task performance through repeated engagement, the internalization of strategies often requires more than exposure. As Krystallidou et al.[5] noted, psychological competencemeaningful development in these areas is most effectively achieved through structured reflection, strategic competence formative feedback, and multiple other non-language related dimensions[14] intentional instructional scaffolding. Without these elements, students may perform tasks well but lack the ability to assess or adapt their processes under changing conditions.

A second consideration relates to technology use in EBL. Although EBL increasingly incorporates digital platforms such as virtual conferences, interpreting apps, and remote communication tools, their effectiveness varies based on how they are implemented. In the present study, many students reported that technology was useful during preparation—e.g., for topic research or note-taking—but was less beneficial in live interpreting due to distractions or cognitive overload. These concerns align with Mouzourakis[4], who found that digital interpreting environments can heighten

performance anxiety if learners are not adequately trained to navigate them.

Interestingly, professional interpreters tend to view technology more positively—especially when it is contextually integrated into their workflow. According to Zhang[15], hospital interpreters use pre-formatted digital glossaries or real-time medical databases to reduce cognitive burden and streamline communication. These tools, when thoughtfully embedded into EBL simulations, can mirror industry practice and enhance learners' confidence in handling professional tasks.

The theoretical foundation of Event-Based Learning (EBL) aligns with Experiential Learning Theory (ELT), which suggests that knowledge is built through direct experience and reflective practice. ELT follows a cyclical learning process which is formed by four stages including concrete experience, reflective observation, abstract conceptualization, and active experimentation[16]. In the context of interpreting training, this means learners first immerse themselves in even-like interpreting exercises, then perform their tasks of interpreting, develop strategies for improvement, then apply these in their future jobs[17].

Another theory that alights with BBL and its application is interpreter training is situated learning-learning by doing. Generally, Situated Learning can be seen as a context-based approach to translator and interpreter training under which learners are given chances to be exposed to bona fide contexts (real-life or simulated) both inside and outside classrooms. By acting like professionals, Situated Learning helped to promote interpreter's professional competence[18]. Situated Learning also aligns well with experiential approaches that emphasize real-world engagement in interpreter education. This model reflects a shift from purely theoretical instruction to practice-based, socially-situated experiences that nurture key interpreting competencies[19]. Kalina[20] argues that such competences develop most effectively when learners are actively immersed in interpreting tasks. Furthermore, experiential learning strategies have been shown to enhance students' adaptability and confidence in diverse interpreting settings, reinforcing professional readiness[21]. In addition to promoting professional competence, Situated Learning also supports measurable outcomes in interpreter training through data-driven evaluation. The effectiveness of such experiential methods can be assessed using statistical tools to gauge improvements in learner performance[22]. Cohen's framework for statistical power analysis provides a valuable basis for interpreting the significance of these educational interventions, ensuring that observed gains in interpreting skills are not only practical but also empirically validated[22].

Studies such as Arain[23], Shi et al.[24], and Ouh and Gan[25] suggest show that designing cooperative learning events were cloud-based platforms and multimedia tools to foster student can support language retention, preparation, and task engagement, provided they are paired with instructional guidance and feedback loops.

The cultural context also influences EBL adoption. As noted by Pham et al.[7], Vietnamese education has traditionally emphasized teacher-led instruction and accuracy over autonomy and motivation exploration. For EBL to be effective in such environments, key attributes for aspiring professional interpreters—a pedagogical shift is needed—one that embraces learner-centeredness, reflective inquiry, and risk-taking. Accordingly, teachers must evolve from knowledge transmitters to facilitators of authentic, situated learning.

A critical insight from the study literature is that initial struggle is often inherent to experiential learning. Learners may find EBL disorienting at first, by working in teams, teams especially when moving from passive to active roles. Kolb[16] underscores that effective learning frequently begins with cognitive dissonance, which leads to deep reflection and eventual growth. Sassaman[2] echoes this, noting that interpreting students benefit from challenges that push them beyond their comfort zones—ultimately fostering resilience, adaptability, and higher-order thinking.

In summary, Event-Based Learning is a pedagogically robust and theoretically grounded approach to interpreter training. It enables learners were able to hone their acquired core competencies through immersive, performance-based tasks while also supporting the development of soft skills essential for professional success. EBL's alignment with ELT[16], situated learning[18], and ability to adapt interpreter competence models[14, 15, 20] makes it a suitable and scalable strategy across varied learning contexts. However, to diverse interpreting scenarios realize its full potential, EBL must be implemented within a broader instructional framework that includes reflective scaffolding, peer support, and intelligent use of technology. When these components are integrated effectively, EBL becomes more than a training method—it

becomes a transformative educational experience.

Briefly, it can be seen that EBL is an efficacious tool in training interpreters due to its educational characteristics that make learners act like professionals in real-life and simulated contexts. ELT and Situated-Learning are the two theories that shape EBL learning. EBL has been widely accepted and applied in the world by different scholars. Most scholars agree on the contributions of EBL to the authenticity, language recognition, and professionalism of interpretation trainees.

2.4. Interpreting Competences

Interpreting competence is a multifaceted concepts that encompasses linguistic, cognitive, and professional skills needed for effective interpretation. Several models have been proposed to determine the competencies required for interpreting skills. Generally these models emphasize different aspects including bilingual proficiency, cognitive processing abilities, and strategic skills, all of which contribute to an interpreter's ability to render messages accurately across languages.

2.4.1. Pöchhacker's Model of Interpreting Competence

Pöchhacker[19] introduced a comprehensive model of interpreting competence including linguistic, cognitive, and interpersonal skills. Accordingly, linguistic competence refers to the interpreter's proficiency in source and target language. Cognitive skills, such as memory, analytical analysis, problem-solving skills are also required in an interpreter. The author also emphasizes the significant roles of interpersonal and professional skills, including ethical decision-making and adaptability for interpretation job.

2.4.2. Kalina's Model of Strategic Competence

Kalina[20] developed a model (**Table 1**) focusing on strategic competence which is defined as the ability to use cognitive and linguistic strategies to implement the interpreting process. Her model underscores that interpretation is not just a matter of linguistic conversion but requires active problem-solving, real-time adaptation, and decision-making. The model is particularly significant in interpreter training as it emphasizes the cognitive and strategic mechanism that interpreters use to address linguistic and situational challenges.

Table 1. Kalina's model of interpreting skills.

Bilingual Competence	Analytical Listening and Comprehension Delivery of message in Target Language (TL) (public speaking, etc.) Monitoring of production Linguistic agility (resourceful enough to cope with emergencies, etc.)
Knowledge competence	Subject-specific knowledge
Cross cultural communication	Non-verbal communication (facial expression, body language, etc.) Culture-specific strategies (culture-loaded elements like idioms, etc.)
Transfer Competence	Language-specific strategies (strategies to render certain syntactic patterns, numbers, terms and pat phrases)
Psychological competence	Concentration Shared attention between listening ahead and note-taking Shared attention between note-reading and production Being calm under pressure Mental agility (flexible enough to cope with emergencies, etc.)
Strategic competence	On-site problem-oriented strategies (compression, omission, addition, etc.)
Professionalism	Preparation (glossary building, background information research, team work, etc.) Professional ethics (dress code, behaviour, etc.) Self-reflection (weaknesses, strengths, etc.)

2.5. Technology in Interpreting Event-Based Learning

Studies on the integration of digital technology in experiential-based learning (EBL) for interpreter training have produced mixed findings. While digital tools are effective in assisting with terminology retrieval and structured exercises, their impact on the development of core interpreting skills such as spontaneity, critical thinking, and real-time adaptation remains limited[21]. EBL classes, on the other hand, are increasingly recognized for their strength in replicating real-world interpreting scenarios, which are critical for professional readiness[21, 23]. Herring and Swabey[21] em-

phasize that experiential learning promotes deeper skill acquisition by immersing students in authentic communicative contexts, something that static or scripted digital applications often fail to simulate effectively.

Technology-enhanced EBL classes do offer valuable supplementary experiences. For instance, virtual mock conferences provide interpreting learners with opportunities to practice their skills in simulated real-world environments, helping bridge the gap between theoretical knowledge and practical application [24]. Despite these benefits, interpreting students are still found to struggle with spontaneity and real-time adaptation, key competencies required in professional interpreting, which are better developed through immersive, experience-based learning [25]. Similarly, while digital tools cannot fully replicate the complexity and unpredictability of live interpreting events, they can still offer structured learning opportunities, as supported by findings in [26] and [27].

Furthermore, from a pedagogical perspective, integrating both experiential and technology-assisted elements—when balanced thoughtfully—can enhance learning outcomes. As Cohen [22] explains in the context of behavioral sciences, learning efficacy improves when cognitive engagement is reinforced through realistic, high-stakes tasks—an insight that aligns well with interpreter education through EBL.

2.6. Research Gap

EBL has been globally recognized as an effective approach in interpreter training [21]. However, its application in Vietnam remains underexplored, which presents several research gaps.

First, meanwhile, there are such studies examining the use of mock conferences to teach consecutive interpreting as the case study by Vinh University [20], a scarcity of comprehensive research evaluating the impacts of EBL on learners' interpreting competences across universities. Therefore, it is necessary to have longitudinal studies that assess the impacts of EBL on teaching interpreting skills.

In addition, the existing literature focuses more on traditional teaching methods in teaching interpreting. The focus on more novel approaches like EBL is limited. A recent study on interpreter training programs [22] pointed out that most interpreter training programs in Vietnam are heavily reliant on conventional methods, without utilizing the integration of interactive real-life or simulative contexts. This indicates a gap in curriculum development that integrates EBL strategies for the purpose of fostering active learning in interpreting learning.

Furthermore, few studies have been done for the purpose of exploring the use of technology in EBL for interpreter training in Vietnam. In the digital world, the investigation of intergrade technology in EBL is essential in interpreting training [22].

In conclusion, while EBL has been globally considered as an efficacious tool in interpretation training, significant gaps related to impacts of EBL on interpreting learners, integration of EBL in interpreter training programs, utilization of technology in EBL interpreter training. Addressing these gaps plays a pivotal role to meet increasing demands for interpreters training in Vietnam.

In order to address the research gaps, the paper aims to discover impacts of EBL interpreting competing competences of interpreting learners, perceptions of interpretation students on training programs and EBL activities in interpreting classrooms For those purposes to be achieved, the below questions will be addressed through the study:

(1) RQ1: How do interpreting students perceive the impact of Event-Based Learning (EBL) on developing core interpreting learners' skills?
(2) RQ2: How do interpreting learners and professional interpreters perceive the role of technology in supporting learning and performance during Event-Based Learning Activities?

3. Methodology

3.1. Research Context and Participants

3.1.1. An Overview EBL Overview Event-Based Learning (EBL) Activities in Interpretation Interpreting Classrooms

At the time of the survey data collection, multiple Event-Based Learning (EBL) activities have been implemented in both English and Vietnamese and English-cross interpreting courses at FPT University. Each event was These EBL activities were designed to simulate real-world interpreting environments and were organized by groups of students themselves under class teachers' control

and supervision. Each group took turn to be the alternating roles between event organizers and the interpreters. The formats of these events organized were in different types including varied and included mock conferences, meetings, talk shows, conference shows, lectures presentations, and presentations.

EBL Activity 1: Organizing Interpretation Classes into In-Class Mock Events.

In a course setting, a cohort of 20 third-year English interpreting students was divided into two primary groups, each assigned the task of organizing a mock scientific conference. Group 1 concentrated on an environmental topic, whereas Group 2 focused on an issue related to education. A one-week preparation period was allotted, during which each group developed comprehensive event plans, formulated session content, designed visual materials (e.g., logos, backdrops), and drafted formal invitation letters.

Each mock conference lasted three hours including and consisted of multiple components—reporting sessions, discussion sections, entertainment sessionsdiscussions, and entertainment—all these sections must be of which required live interpretedinterpretation. Very meticulous preparations have been made. Groups of Through this activity, students were able to demonstrate their ability to imagine manage logistics, simulate real-time conference environments, and engage in live interpreting tasks with a high degree of realism and professionalism.

Figures 1–4 illustrate students' detailed master plan that they needed to make for an event. plans, backdrop designs, and event procedures, reflecting the organizational rigor and professionalism achieved in these in-class simulations.

Figure 1. Master plan students made for the events.

Also, students were able to consider all the event-related logistics by preparing the logo, the invitation letters, the backdrop….

Figure 2. Conference backdrop preparations.

Figure 3. Some preparations made for mock conferences in EBL classrooms.

Figure 4. Some procedures at mock conferences in EBL classrooms.

A professional atmosphere can be observed from stu-

dents' organization of the events in which the MCs, the reporters, the interpreter, and assigned-roles were competent to perform their duties and responsibilities.

EBL Activity 2: Organizing Interpretation Classes into Out-of-Class Events. The purpose of Out Class Industry Exposure

To extend experiential learning beyond the classroom, an out-of-Class Events is to bring class event was organized as a company visit combined with a bilingual talk show. This activity allowed students to engage with real-world stakeholders—company managers—and interpret authentic exchanges in professional settings.

Students worked in teams to develop a wide community for their practice of interpretationformal event proposal, outlining objectives, logistical plans, roles, and required competencies (as seen in **Figure 5**). The study was designed to be an event of a company-tour where included multiple stages such as corporate briefings, Q&A sessions, and discussion panels, during which students took part in a talk show with alternately assumed the company managers and corpulently they performed the roles of interpreters during the talk show.

Figure 5. Proposal for Company-Visit Event.

As summarized in Photos (**Figures 6–8**) captured students actively engaging in the **Figure 4**, all necessary requirements related to these roles. This structured exposure provided them with an opportunity to apply interpreting skills under time pressure and knowledge students are to fulfill have been mentioned. Besides, specific tasks assigned to each group of students have been specified. Itinerary related to the event has also been mentionedin unfamiliar environments—an essential component in developing professional readiness.

Procedures

Students took part in different sections of events including the talk show, the company visit. For each section, students performed roles of talk show participants and roles of interpretations.

Figure 6. Students were taking part in a talk show.

Figure 7. Students were meeting with company managers.

Figure 8. Students were taking part in a talk show.

In addition to the context of FPT University. Besides, two the two main EBL activities discussed above, many of the course incorporated other EBL activities that have been

implemented including organizing Talk Show experiential components, such as interpreting during book review books talk shows, interpreting a guest lectures, a student presentations, a game show… and classroom-based game shows. These diverse events were designed to develop students' consecutive and simultaneous interpreting skills across various domains.

3.2. Participants

The participants were 20 in this study comprised twenty third-year undergraduate students majoring in English Interpreting majored students at FPT University, including twelve males and eight females , all in their early twenties. Prior to participating in the study, all students were third year students who had successfully completed their coursework in sight translation and consecutive interpreting, thereby establishing a foundational level of interpreting competence. All participants had previously passed university-administered English proficiency tests equivalent to B2 level CEFR or above and completed foundational interpreting courses and were attending the EBL course. Each student had also previously participated in at least one time Event-Based Learning (EBL) activity in the role of being an interpreter at an interpreter, ensuring familiarity with the EBL activity. For personal reasonsframework. Participation in the research was entirely voluntary, and confidentiality was guaranteed to all student participants in accordance with ethical research protocols.

In addition to the student cohort, three professional interpreters with substantial industry experience were interviewed. These expert interviews served to triangulate the data and provide an external, practice-informed perspective on the effectiveness of the EBL events. Their insights contributed to a more objective and comprehensive understanding of anonymity the pedagogical value and voluntarily participated in professional alignment of the study activities under investigation.

3.3. Research Design

This study employed adopted a mixed mixed-methods approach research design, integrating both quantitative and qualitative data collection techniques to provide a comprehensive understanding of the impact of Event-Based Learning (EBL) on interpreting students. The quantitative data was obtained by using was gathered through an online survey administered via Good Google Forms, which captured participants' self-assessments across various interpreting competence domains. Besides , to complement and deepen the insights derived from the survey, semi-structured interviews were conducted face-to-face for the purpose of interviews were conducted with selected participants. These interviews were designed to elicit nuanced reflections on learners' experiences and perceptions, thereby enabling a more holistic interpretation of complement the data gained from the questionnaire. and enhancing methodological triangulation..

3.4. Instruments

An online questionnaire was used as the instrument to address the research questions, the study employed a combination of quantitative and qualitative instruments. The primary tool was an online questionnaire, the final version of which was designed based on a review of interpreting competence models, particularly the component skills identified in Kalina's framework[20]. The questionnaire was completed underwent a pilot test to ensure clarity and delivered reliability before being administered to the participants. The time needed respondents required approximately 30 minutes to complete the survey questionnaire.

The questionnaire was composed of comprised three main partssections. The first section gathered collected demographic information, including gender, year of study, and prior EBL experience. The second section asked participants to rate their EBL experiences based on Likert utilized a 4-point scale Likert scale (1 totally = Totally disagree, 2 disagree= Disagree, 3 agree and = Agree, 4 totally = Totally agree) to measure students' perceptions of their competence development across interpreting skill domains. The third section there, asked participants were asked to select identify specific interpreting skills that can be they believed were better acquired through EBL than in traditional interpreting classes. The questionnaire was adapted based on component skills developed by Kalina[20] classroom settings. This section was also aligned with Kalina's categorization of interpreting sub-competences. Additionally, the final portion of the questionnaire included open-ended questions, respectively allowing participants to elaborate on the perceived advantages and disadvantages of using technology in EBL.

To supplement the survey data, ten semi-instructed interviewed structured interview questions were asked to get further developed and administered in face-to-face sessions with selected student participants. These interviews were designed to elicit deeper insights into learners' experiences and attitudes toward EBL activities.

Moreover, interview data from three professional interpreters were gathered to obtain an external, practice-oriented perspective on the effectiveness and authenticity of the EBL events. Their feedback helped contextualize the student data and validate the instructional design of the activities.

In addition to self-reported measures, performance data from interpreting tests conducted during and after EBL events were collected and complementary information analyzed. These tests provided an objective measure of learners' interpreting competence development over the course of the program.

Quantitative data were analyzed using SPSS, employing descriptive statistics such as mean scores and standard deviation. Cronbach's Alpha was calculated to assess the quantitative data internal consistency and reliability of the survey instrument. Qualitative data, including open-ended responses and interview transcripts, were thematically analyzed to identify recurring patterns and themes, thereby enriching and triangulating the quantitative findings.

After being collected, the data was processed and analyzed using SPSS. For the quantitative information, descriptive statistics including mean, standard deviation were calculated. Additionally, Cronbach's Alpha was used to test internal consistency and reliability of the questionnaire. For the qualitative data, responses were transcribed and thematically analyzed for supplement and validation of the quantitative findings.

4. Results and Discussion

A pilot test was carried out to assess the reliability and validity of the questionnaire. The Cronbach's Alpha of 0.978 showed high internal consistency. However, the excessive high score indicates items redundancy, which requires revision. Also, factor analysis identified some items had extremely high factor loadings, including Item 10 (0.948) and Item 9 (0.886), suggesting overlap and potential for meaning. Therefore, some items were merged or refined. The revised questionnaire gave a Cronbach's Alpha of 0.939 which indicated excellent reliability [22].

4.1. Research Question 1: How Do Interpreting Students Perceive the Impact of Event-Based Learning (EBL) on Developing Core Interpreting Learners' Skills?

4.1.1. Impacts on Bilingual Competence

The analysis of quantitative data related to bilingual competence (A8-A12 presented in **Table 2** shows that Event-Based Learning (EBL) indicates that EBL significantly fosters interpretation and contributes to developing key bilingual interpreting skills. Specially, two items A8 (particularly processing accuracy) and A9 (listening comprehension) reached high mean scores (interpretation accuracy (A8, M = 3.35, 3.4p = 0.0047) and statistically significant improvements (analytical listening and comprehension (A9, M = 3.40, $p < 0.05$) confirm EBL's = 0.0021). These statistically significant results indicate that EBL offers a meaningful context for trainees to strengthen their cognitive-linguistic processing abilities—skills foundational to successful interpretation.

Table 2. Impacts of EBL on bilingual competence of interpreting trainees learners.

Item	Mean Score	P-Value	Significant Improvement?
A8: Processing & Interpretation Accuracy	3.35	0.0047	Yes
A9: Analytical Listening & Comprehension	3.4	0.0021	Yes
A10: Message Delivery & Public Speaking	3.15	0.3793	No
A11: Self-Correction & Monitoring	3.05	0.7157	No
A12: Linguistic Agility & Adaptability	2.95	0.7592	No

These findings are strongly supported by Sassaman [2], who frames experiential learning as an optimal pedagogical approach in interpreter education. Sassaman argues that interpreting is best developed through immersion in dynamic, real-world communicative situations, enabling learners to apply strategies under conditions that closely resemble actual

practice.

Higginbotham[1] reinforces this view by highlighting the value of "positive impactpressure" in educational environments. In contrast, he contends that learners improve when placed in high-stakes, performance-driven contexts that simulate the urgency and complexity of professional interpreting. This aligns with the findings of the current study, where students reported becoming more agile and responsive under pressure during mock conferences and other EBL tasks.

Further support comes from the CATIE Center[3], which advocates for a scaffolded experiential learning model. According to their framework, interpreting competence is best fostered through iterative cycles of experience, reflection, feedback, and refinement. Students in this study echoed this sentiment, frequently citing increased confidence, improved fluency, and better comprehension as outcomes of repeated exposure to real-time interpreting simulations.

However, the findings also indicate that not all dimensions of bilingual competence showed statistically significant progress. Message delivery and public speaking (A10), self-correction and monitoring (A11), and linguistic agility and adaptability (A12) indicate recorded moderate mean scores but did not exhibit statistically significant improvement gains ($p > 0.05$), implying. These results suggest that interpreting learners have difficulties while EBL is highly effective in enhancing adaptability by enhancing core cognitive skills such as listening and message processing, it may be less effective—at least in its current form—in cultivating meta-cognitive skills like real-time self-monitoring and linguistic flexibility.

This observation is consistent with Krystallidou et al.[5], who found that collaborative interpreting environments, particularly those involving structured peer interaction and end-user feedback, are essential for developing self-regulation. The EBL framework used in this study included group roles and planning responsibilities, but may have lacked the structured dialogic feedback necessary to promote deeper self-reflection and monitoring.

In contrast, Mouzourakis[4] reports that remote interpreting processcontexts, often enriched by technology and asynchronous pacing, are especially beneficial for developing adaptability and linguistic flexibility. The absence of significant progress in Item A12 (linguistic agility) in this study may point to the limitations of a strictly face-to-face EBL approach and suggest the need for hybrid or digital components that mimic the cognitive demands of remote interpretation.

Finally, the structure and purpose of the EBL promote core interpretation events align well with the findings of Duong and Nguyen[6], who advocate for mock conferences as a practical and culturally appropriate tool for interpreter training in Vietnam. They found that mock conferences improved learners' thematic awareness, reaction speed, and speech management. Participants in the current study similarly reported enhanced readiness to respond to unpredictable and fast-paced interpreting scenarios, further validating the pedagogical value of this model.

In summary, the evidence from both quantitative and qualitative data strongly suggests that EBL fosters key bilingual competencies, particularly listening and processing accuracy. Nevertheless, to fully support the development of advanced skills such as listening self-monitoring and linguistic agility, EBL may need to be enhanced with structured peer feedback, guided reflection, and remote simulation tasks that challenge learners' adaptability and control under varying conditions.

While the statistical data indicate that EBL significantly improves foundational bilingual interpreting skills, particularly listening and processing accuracy, its limited impact on self-monitoring, public speaking, and linguistic adaptability highlights an important pedagogical gap. These skills, though closely linked to language proficiency, are also deeply tied to meta-cognitive awareness, situational control, and the ability to navigate uncertainty and ambiguity in discourse, which often require more than exposure to authentic contexts.

One potential explanation for the limited gains in self-correction and adaptability lies in the structure of EBL events themselves. Although learners were placed in authentic communicative settings, their opportunities to reflect on performance may have been insufficiently scaffolded. Without systematic formative assessment, such as expert feedback or peer review, students need more time may remain unaware of their habitual interpreting patterns, including those that hinder spontaneous reformulation or lead to accuracy lapses. This supports the assertions by Krystallidou et al.[5], who emphasized the role of collaborative and dialogic practices in fostering awareness and skill regulation.

Furthermore, these results raise questions about the temporal aspect of skill development. Linguistic agility and self-monitoring are not immediate outcomes but often emerge through longitudinal exposure, recursive practice, and strategic coaching. As Duong and Nguyen[6] observed in their mock conference study, repeated interpreting cycles across diverse domains are necessary to internalize higher-order strategies such as quick lexical substitution, paraphrasing, and audience-aware delivery.

Another relevant factor is the affective dimension of performance. Anxiety, cognitive overload, and fear of public speaking, common among novice interpreters, can suppress adaptive language use, even when contextual understanding is present. Higginbotham's emphasis[1] on the motivational benefits of positive pressure should therefore be complemented by support systems that manage affective responses, such as stress inoculation training, visualization exercises, or debriefing sessions that normalize performance breakdowns and promote resilience.

To address these pedagogical needs, interpreter education programs could consider enhancing EBL with reflective components, such as structured journaling, guided error analysis, and playback-based review sessions where learners critically evaluate their own recordings. Additionally, incorporating hybrid learning may provide richer contexts for training developing adaptive fluency and digital competence, aligning with adaptability insights from Mouzourakis[4] on remote interpreting.

Ultimately, the findings suggest that while EBL excels at simulating real-life professional conditions and fostering task-oriented fluency, it must be supported by explicit instruction, peer-supported feedback, and linguistic agility. formative assessment strategies to fully develop the nuanced skillset interpreters need to operate with accuracy, flexibility, and confidence across a variety of communicative settings.

In alignment with this, the responses to open-ended questions and interview results show agreement on the benefit of EBL in improving learners' speaking and listening skills. The summary of interview responses established that EBL has helped learners improve listening skills and reactions to real-time message processing. Thanks to EBL, they have got more familiar with interpreting skills in authentic contexts. By engaging in hands-on activities, learners have gained more confidence in handling spontaneous speech and complex topics. Additionally, EBL has enhanced my ability to manage stress and maintain accuracy under pressure.

These findings are in agreement with Sassaman's study[2], in which the author underscored that EBL contributed to honing interpreting competence for learners, particularly with two skills including listening and processing skills. However, the some findings are in contrast with Mouzourakis[4] who suggests that remote interpreting exercises helped to improve linguistic agility meanwhile the findings of the study could see no significant gains in self-correction and adaptability. Additionally, Krystallidou et al.[5] established that collaborative training promoted self-monitoring. These suggest more real-time feedback and adaptability exercises should be integrated into EBL.

4.1.2. Impacts of EBL on Transfer Competence Transfer and Psychological Competence of Interpreting Trainees Psychological Competence

The quantitative results in **Table 3** indicate that Event-Based Learning (EBL, transference competence) had a statistically significant effect on Transfer Competence (B17, M = 3.35, p = 0.031) and share attention Shared Attention (C19) significantly improved (M = 3.40, p < 0.05 = 0.0047). However, these two dimensions of interpreting competence represent critical cognitive mechanisms that underpin the real-time reformulation of meaning between source and target languages. Transfer competence entails not merely the mechanical reproduction of linguistic equivalents but also the abstract, semantic reconfiguration of utterances under temporal constraints—processes that are cognitively taxing and context-sensitive.

Table 3. Impacts of EBL on transfer competence and psychological competence of interpreting learners.

Item	Mean Score	P-Value	Significant Improvement?
B17: Transfer Competence	3.35	0.031	Yes
C18: Concentration Ability	3.2	0.163	No
C19: Shared Attention	3.4	0.0047	Yes
C20: Remaining Calm Under Pressure	3.1	0.33	No

The significant gains in these areas suggest that EBL, EBL did not mean by simulating authentic communicative events such as mock conferences and live talk shows, succeeds in creating ecologically valid learning environments in which learners are repeatedly exposed to the complex multitasking that characterizes interpreting practice. These findings support the experiential learning model articulated by Kolb[16], which posits that meaningful learning occurs when learners actively engage with tasks that are both contextually rich and cognitively demanding. Sassaman[2] extends this logic to concentration interpreter education, arguing that performance-based pedagogies foster deeper internalization of interpretive strategies than traditional didactic models.

Moreover, the development of shared attention—understood here as the ability to manage simultaneous cognitive demands such as decoding, reformulating, and monitoring discourse—further affirms the cognitive affordances of EBL. In these simulated professional scenarios, learners must navigate overlapping tasks and shifting discourse roles, thereby refining their attentional control and processing coordination. This aligns with observations from Duong and Nguyen[6], who emphasize that the dialogic unpredictability and thematic variation inherent in mock conferences compel learners to sustain both linguistic focus and interactional awareness.

However, the study found no statistically significant improvements in Concentration Ability (C18, M = 3.20, p = 0.163) and stress management or Stress Management (C20), (M = 3.10, p > 0.05 = 0.33). These psychological dimensions are fundamental to interpreters' sustained performance, particularly in high-stakes or extended interpreting tasks. The absence of measurable gains suggests that EBL, while functionally immersive, may not provide the metacognitive scaffolding required to foster psychological resilience and attentional endurance.

One plausible explanation for this limitation is illustrated that the affective and neurocognitive demands of interpreting are not fully addressed by the response to experiential exposure alone. As Krystallidou et al.[5] argue, sustained development of self-regulatory capacities such as stress modulation and attentional discipline necessitates intentional feedback loops, collaborative reflection, and guided self-evaluation, features that may have been underrepresented in the item 35 (an open-ended question): EBL implementations in this study. The lack of structured decompression or recovery phases following high-stress interpreting simulations may also contribute to cognitive fatigue rather than enhancing coping mechanisms.

One further insight can be drawn from Mouzourakis[4], who highlights the potential of the biggest challenges was dealing with unexpected speech patterns remote interpreting contexts to foster stress regulation and adaptability due to their increased reliance on cognitive autonomy and fast speakersself-pacing. At first, unlike traditional EBL activities that emphasize co-presence and embodied interaction, I struggled with remote tasks that demand heightened internal regulation, which may better prepare students to keep upmanage cognitive load and perform under pressure. Thus, but I improved by practicing a hybrid pedagogical model integrating both synchronous live tasks and asynchronous remote assignments may be more effective in cultivating the full range of psychological competencies required for interpreting.

The qualitative responses from participants reinforce these interpretations. Learners reported significant difficulty coping with various recordings fast speakers, unpredictable speech patterns, and using note-taking techniques sustained attention across extended tasks. Another challenge was that one participant noted that "staying focused for extended periods was a challenge," which they addressed through personal strategies such as note-taking and repeated exposure to recordings. These findings point to the importance of explicit training in psychological preparedness, including stress inoculation, concentration drills, and mindfulness techniques—all of which I overcame are essential in the development of interpreters who can perform consistently under cognitive strain.

Taken together, the findings suggest that while EBL contributes substantially to cognitive-linguistic integration, its impact on affective and psychological regulation remains limited unless complemented by doing regular concentration exercises.targeted instructional strategies. Future EBL frameworks should therefore embed structured reflection, real-time feedback, and stress-resilience training into the experiential cycle, ensuring that learners not only acquire skills but also develop the psychological elasticity needed to deploy them effectively in unpredictable, high-pressure interpreting environments.

Furthermore, the limitations observed in the develop-

ment of psychological competence highlight a broader pedagogical challenge: the distinction between experiential exposure and transformative learning. While EBL offers immersive contexts, it does not inherently guide learners in recognizing, regulating, and reflecting upon the internal mechanisms that shape their cognitive-emotional performance. Kolb's experiential learning model[16] underscores the necessity of engaging not only in "concrete experience" but also in "reflective observation" and "abstract conceptualization." Without these subsequent stages, learners risk becoming performative rather than reflective actors-able to replicate behaviors under controlled conditions but unprepared for real-world volatility.

This critique is particularly salient in interpreting pedagogy, where stress is not merely incidental but constitutive of the task. Interpreters often operate in volatile environments-courtrooms, hospitals, live negotiations-where a lapse in concentration or a failure to manage anxiety can compromise communication outcomes. Mouzourakis[4] suggests that future learning interpreters' ability to self-regulate under pressure is a trainable skill, not an incidental byproduct of exposure. Therefore, the design of interpreter education programs should add more practical exercises related to increasing learners' attention and must include intentional scaffolds for building psychological endurance, such as breathing regulation techniques, simulated high-stakes tasks with adaptive feedback, and stress-managementincremental increases in cognitive load.

Another important consideration is the role of instructional mediation. In many EBL scenarios, learners function semi-autonomously, often organizing and executing events with limited instructor intervention. While this autonomy aligns with learner-centered philosophies, it may also result in pedagogical blind spots, particularly for novice interpreters who have not yet developed the internal frameworks to evaluate and regulate their own learning. As Krystallidou et al.[5] emphasize, expert scaffolding, whether through real-time coaching, structured peer observation, or rubrics for emotional self-assessment, can serve as a critical catalyst for deeper psychological competence. Future EBL programs would benefit from incorporating post-event debriefings where instructors explicitly address not only linguistic performance but also emotional responses and stress management strategies.

Moreover, it is important to contextualize these findings within the broader ecosystem of interpreter education in Vietnam. As Duong and Nguyen[6] note, the Vietnamese educational context often privileges correctness and memorization over critical autonomy and reflective inquiry. This cultural orientation may influence how students approach stress and concentration in EBL contexts-potentially perceiving emotional control as a matter of personal disposition rather than a skill set to be cultivated. Embedding emotional intelligence training and reflective journaling into the EBL curriculum may help reshape these perceptions and empower learners to view affective regulation as a legitimate domain of professional growth.

Finally, the absence of statistically significant improvement in stress management and concentration does not imply that EBL is ineffective; rather, it highlights the complexity of human cognition and the multifaceted nature of interpreter competence. These findings should be interpreted not as a critique of EBL, but as a call to refine it. As interpreter training evolves, so too must its pedagogies—moving beyond simulation toward integrated cognitive-affective training models that prepare students not only to translate language, but to navigate the emotional and attentional challenges of professional practice with agility and control.

The findings align with Krystallidou et al.[5], who underscored that collaborative practice in interpreting enabled self-monitoring skills of interpreters. Unlike, Mouzourakis[4] who found that remote interpreting improves stress management, while EBL showed no significant impact on stress handling (C20, p = 0.33). This implies that real-time EBL needs to provide more stress-management skills. Furthermore, Duong and Nguyen[6] emphasized the important functions of mock conferences, which align with participants' responses that face-to-face EBL helped deal with fast speech.

4.1.3. Impacts on Strategic Competence and Unpredictable Challenges Related to Interpreting Contents

The results show presented in **Table 4** indicate that EBL does not significantly contribute to the improvement of strategic competence (D22, M = 3.05, p = 0.748) or and the associated domains of professionalism namely, preparation skills (E23-, M = 3.20, p = 0.096), ethical awareness (E24, M = 3.10, p = 0.540), and self-reflection (E25), M = 3.15, p

= 0.162)—did not yield statistically significant improvement following participation in EBL activities. These findings underscore a critical pedagogical limitation: while EBL fosters interpretive fluency in action-oriented, performance-based settings, it appears less effective in alignment with those from previous studies[1] cultivating the meta-strategic, preparatory, and ethically grounded behaviors that form the core of professional interpreter development.

Table 4. Findings on Strategic Competence & Professionalism.

Item	Mean Score	P-Value	Significant Improvement?
D22: Strategic Competence (Problem-Solving)	3.05	0.748	No
E23: Preparation Skills	3.2	0.096	No
E24: Professional Ethics	3.1	0.54	No
E25: Self-Reflection	3.15	0.162	No

Strategic competence, as conceptualized by Kalina[20], suggests refers to the interpreter's ability to manage communicative breakdowns, resolve lexical or contextual ambiguities, and engage in real-time problem-solving under constraints. The lack of progress in this domain suggests that the EBL scenarios employed in this study, while immersive, may not have provided sufficient strategic variability or problem-based conflict to meaningfully develop these competencies. Unlike remote interpreting scenarios where technical limitations or lack of visual cues force interpreters to improvise[4], in-class EBL events may maintain a level of predictability that reduces the opportunity to activate and refine compensatory strategies.

Similarly, the absence of significant gains in ethical sensitivity and reflective disposition reveals that EBL may not, in its typical form, inherently promote engagement with value-laden discourse or encourage critical introspection. As Krystallidou et al.[5] emphasize, professional conduct and real-world applicationethical reasoning are not intuitive developments; they are nurtured through explicit instruction, discussion of role boundaries, and guided analysis of ethical dilemmas. Without structured interventions such as scenario-based ethical case studies, post-performance reflections, and facilitated peer critiques learners may engage actively with content but passively with professional identity formation.

Moreover, interpreter preparation does not directly foster problem-solving , but is simply a matter of planning content or professionalismreviewing terminology. It is a strategic orientation to the task that involves anticipating interactional dynamics, preparing for speaker variability, and mentally rehearsing delivery modes[2]. The lack of significant improvement in E23 suggests that EBL participants may have approached preparation procedurally, rather than metacognitively, focusing on logistics over strategic foresight. This is particularly salient in Vietnamese educational contexts, where students may excel at task execution but lack opportunities for process-oriented learning[7].

To address these gaps, more authentic simulations should it is imperative that EBL frameworks be used for extended to include scaffolded cognitive apprenticeships, where students are explicitly guided to articulate their decision-making, reflect on dilemmas encountered, and critique their own and peers' interpretive choices. Incorporating tools such as learning journals, performance rubrics with strategic and ethical indicators, and longitudinal professional development portfolios can better support the training programsacquisition of durable competencies. These enhancements would transform EBL from a practice-oriented pedagogy to an integrative model that supports both procedural fluency and professional maturity.

4.1.4. Impacts of Students' Performance in Interpreting Learning

In order to provide a comprehensive evaluation of the impact of Event-Based Learning (EBL), it is important to examine its influence on students' actual academic performance. This section, therefore, focuses on the longitudinal assessment data and corresponding visual trends (see **Figure 9**) to explore how EBL shaped student outcomes across three consecutive interpreting tests.

Figure 9 visually depicts the average scores of students across three assessment periods: Test 1 (T1), Test 2 (T2), and Test 3 (T3). The plotted line clearly illustrates a V-shaped trajectory, with an initial decrease from T1 to T2, followed by a substantial rise between T2 and T3. This visualization effectively reinforces the quantitative findings previously dis-

cussed and offers further insights into the temporal dynamics of learning under the EBL model.
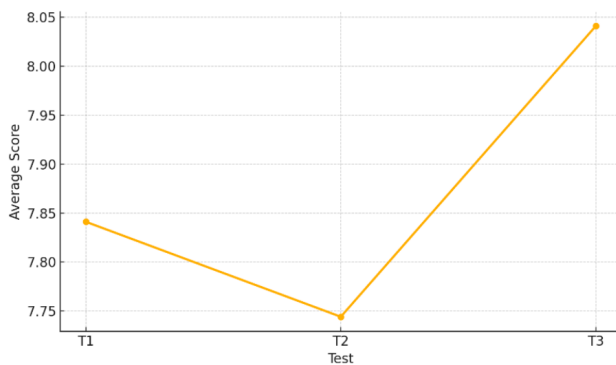
Figure 9. Interpreting Learners' Average Test Scores.

As illustrated in the downward slope from T1 (mean = 7.74) to T2 (mean = 7.65), students experienced a minor but measurable decline in performance shortly after the implementation of EBL. This regression may be attributed to the cognitive dissonance often associated with the early stages of experiential or active learning. In shifting from a more traditional, lecture-based format to a student-centered, situational learning model, learners may have temporarily struggled with unfamiliar expectations, less structured learning pathways, and increased responsibility for self-direction. These are all well-documented effects in the literature on constructivist pedagogies [2, 16].

The line graph's declining slope underscores this adjustment phase, where learners are cognitively engaged but not yet proficient in navigating the new modality. As such, the performance dip should not be viewed as a setback but rather as part of the natural adaptation cycle associated with pedagogical transformation.

The sharp upward slope from T2 to T3 marks the most critical phase of the EBL trajectory. The average score increased to 7.94, a notable gain of +0.29 points—surpassing even the initial baseline. This phase likely reflects the moment where internalization of experiential strategies occurred. Students who initially struggled to acclimate to the EBL framework were now demonstrating increased fluency in managing real-time discourse, collaboration, and role-specific responsibilities within event contexts such as mock conferences, interviews, and live interpreting performances.

This performance rebound visually affirms the effectiveness of sustained EBL exposure. The growth in scores suggests that learners not only regained equilibrium but

also began to translate their situated experiences into measurable academic competence. These outcomes align with studies highlighting the delayed but meaningful cognitive gains often observed in active and situated learning environments [6, 14, 21].

The transition from T1 to T3 shows a net positive progression of +0.20 points, as clearly depicted in the rising line from the first to the third data point. This upward movement is pedagogically significant, considering the short six-week window of intervention and the inherent challenges in adapting to EBL. The final average at T3 (7.94) not only recovered from the post-intervention dip but exceeded the original baseline, thereby validating the longitudinal benefits of this learning model.

This trend aligns with broader empirical findings suggesting that EBL yields incremental yet sustainable learning gains, particularly when students are given sufficient time to adapt, reflect, and engage deeply with content [3, 17]. Moreover, it reinforces the idea that EBL impacts are not always immediate but emerge over time as learners build cognitive resilience, interpretive fluency, and adaptive expertise.

4.2. Research Question 2: How Do Interpreting Learners and Professional Interpreters Perceive the Role of Technology in Supporting Learning and Performance during Event-Based Learning Activities?

This section investigates how interpreting learners and professional interpreters perceive the role of technology within Event-Based Learning (EBL) environments. It focuses on whether digital tools facilitate or hinder the development of interpreting skills. Drawing from both quantitative results (Items F26–F33) and qualitative interview data, the analysis explores student experiences with interpretation software, virtual environments, and collaborative platforms. While learners did not express overwhelmingly negative views, their overall perceptions of technology's impact were neutral to limited. The findings suggest that although certain tools support logistical tasks like terminology retrieval, they fall short in enhancing core interpreting competencies such as spontaneity, reformulation, and real-time decision-making. Additionally, professional interpreter insights highlight the critical role of contextual integration—showing that technology, when embedded meaningfully into interpreting

workflows, can contribute significantly to performance. This section unpacks these contrasting perceptions and examines the conditions under which technology can support skill acquisition in EBL.

4.2.1. How Do Interpreting Learners Perceive the Role of Technology in Supporting Learning and Performance during Event-Based Learning Activities?

As can be seen in **Table 5**, none of the means scores for all items from F26 related to F33 range technology-enhanced EBL demonstrated statistically significant improvement (p > 0.05). Mean scores ranged narrowly between 2.95 and 3.20, which suggest indicating that students had a moderate influence, but not effective largely neutral perception of the efficacy of technological tools in enhancing their interpreting competence. For example: F26 ("Technology-based EBL on improved interpreting skills") yielded a mean score of 3.10 (p = 0.54), which indicates minimal perceived enhancement. Notably, Items F27–F31, which assessed the utility of interpretation software, the realism of virtual events, digital note-taking, and engagement, all yielded scores at or below 3.00, with p-values of 1.00 or higher, showing no statistically meaningful support for the impact of these tools. F32 reached ("Faced difficulties using digital platforms") had the highest mean value of 3.2score at 3.20, which highlight indicating that leaners face challenges related to technology usage were common during EBL activities.

Table 5. Perceived Impact of Technology-Based EBL on Interpretation Training Outcomes.

Item	Mean Score	P-Value	Significant Improvement?
F26: Technology-based EBL improved interpreting skills	3.1	0.540	No
F27: Interpretation software was helpful for learning	3	1	No
F28: Virtual events provided a realistic training experience	3	1	No
F29: Digital tools helped in note-taking and memory retention	3.05	0.78	No
F30: Online platforms improved collaboration	2.95	0.78	No
F31: Technology made learning more engaging	3	1	No
F32: Faced difficulties using digital platforms	3.2	0.32	No
F33: More technological resources should be included in EBL	3	1	No

These data suggest that while learners did not outright reject the use of technology in using EBL, they did not perceive it as a significant factor in improving interpreting skills. In fact, some students described technology as a source of distraction rather than support, particularly in real-time interpreting tasks.

Further elaboration from student interviews provided deeper insight into the neutral-to-limited impact of digital platforms tools on interpreting skills. While students acknowledged the auxiliary benefits of technology—such as terminology management and information retrieval—many emphasized its limitations, especially in improving the cognitive skills necessary for real-time interpreting.

One student noted: "Technology can assist interpreting learners in finding information or technical terms, but it does not replace hands-on practical skills in interpretation." Another echoed: "Thanks to interpretation software, I can manage terminology better, but I feel they can't help me with consecutive or spontaneous interpreting."

Additional student responses highlighted the distractions that technology caused during live events, indicating that, although tools like interpretation software might aid in classrooms. Similarly, preparatory tasks, F26 (3.10) they did not integrate smoothly into the active, (p = 0.54) high-pressure context of live interpreting. One respondent noted: "During the EBL tasks, there is no time to determine if you use digital devices effectively—they can even be more of a distraction." These responses point to a key finding: students value practical engagement over technological mediation when developing interpreting skills. The technology-based approach, while offering logistical support, did not translate into tangible gains in the core interpreting competencies—listening, memory retention, and spontaneous speech reformulation—needed in live interpretation settings.

The findings of this study align with previous research that suggests that while experiential and situated learning models like EBL are effective in interpreter training [2, 6, 14, 16], the integration of digital technology remains inconclusive in its impact on real-time interpreting skills. Studies by Duong and Nguyen [6] and Pan [14] have emphasized the value of

mock conferences and authentic communicative contexts, where students develop essential skills like spontaneous speech processing and real-time problem-solving. These skills are less likely to be enhanced through digital platforms alone, which often fail to replicate the complexity and immediacy of real-world interpreting tasks.

While digital tools such as interpreting software and note-taking apps may support tasks like terminology recall or information retrieval, they are less useful for developing cognitive strategies required for high-pressure, on-the-spot interpreting. This is consistent with research on virtual reality and other digital aids, which found that these tools are helpful for accessibility or preparatory purposes but not significantly effective in improving real-time interpreting performance[23, 24]. In particular, indicates a slight improvement Ouh and Gan[25] emphasize that digital tools can enhance learning only when integrated strategically with reflective pedagogies, which was not fully realized in the method have on current study.

One of the primary issues is that interpreting tasks—especially those involved in EBL activities—require cognitive load management, rapid reformulation of ideas, and emotional regulation. These are competencies best developed through direct participation in complex, unpredictable, and contextually rich situations. Technology-based EBL, while providing logistical support, cannot replicate these real-time experiences, thus limiting its usefulness in fostering deeper interpretive skills.

Furthermore, the results also suggest that digital literacy is an essential factor in the successful integration of technology into interpreter training. As Kalina[20] and Pöchhacker[19] point out, interpreting competence requires multimodal and adaptive skills that demand substantial cognitive processing. When learners face challenges with digital tools, it adds an additional layer of cognitive load, which can hinder their focus on core interpreting trainers tasks. Regarding the mismatch between the functionality of the assistance technology and the demands of real-time interpretation software (F27: 3.00) may explain the limited impact of digital tools reported by students.

Additionally, the socio-cultural context of technology use should not be overlooked. As noted in research[7], technology adoption in education, (p =1.00) engagement particularly in Vietnam, is still evolving. Students with limited exposure to blended learning (F31: 3.00) or digital pedagogies may struggle to leverage technological tools effectively. This lack of prior experience may explain the mixed reactions to technology, as students may view these tools as obstacles rather than supports.

Given these findings, (p = 1.00) educators and curriculum designers should reconsider how technology is integrated into interpreter training programs. While tools such as interpreting software and collaborative platforms can provide logistical support, their impact on skill development may remain limited unless they are used to scaffold the learning process, particularly in preparatory phases.

Rather than relying on digital tools as central components of interpreting activities, instructors might focus on leveraging technology for asynchronous tasks—such as terminology drills, pre-task research, or post-task reflection—where students can work at their own pace and with minimal distraction. This approach would better align with Kolb's Experiential Learning Cycle[16], which emphasizes the results were neutral. Additionally, the importance of reflective observation and active experimentation as part of the mean score for F33 (3.00) learning process.

The integration of adaptive learning technologies that adjust to individual student needs could also provide more meaningful support. For instance, using real-time feedback tools, self-assessment software, or virtual interpretation simulations could encourage self-regulation and help learners build confidence over time. Such tools could be designed to mirror real-world interpreting scenarios, allowing students to test their skills in a controlled, (p = 1.00) implies that yet authentic, environment.

Furthermore, future research should investigate longitudinal studies to determine how technology, when integrated correctly, supports sustained growth in interpreting learners' skills. As indicated by[26], the best outcomes from technology are seen when it is aligned with reflective practices and used in a complementary role to traditional, hands-on training methods. Studies examining the synergy between supporting the use of digital assistance in EBL and well-integrated technological tools could provide deeper insights into their learning. combined potential to enhance interpreting education.

The findings underscore that the use of technology-based EBL does not signicantly impact interpreting skills

of learners. Despite experiential learning has been widely considered to be effective in interpreting training [2, 16, 17], the integration of digital technology remains inconclusive. This has been shown by a range of means scores from 2.95 to 3.20 for the items related to the impacts of technology-based EBL.

These align with the findings of previous studies which supported experiential learning and situated learning in interpreter training [6, 14, 18]. In particular, mock conferences have been corroborated to bring students to professional activies [6, 14].

These findings also match the interview responses when most attendants reported that while acting as an interpreter, technology or digital devices do not help due to their focus on the contents and activities of events. A summary of the interview responses, it can be seen that while technology-based experiential-based learning (EBL) is moderately influential, it does not improve interpreting skills. One learner stated, "Technology can assist interpreting learners in finding information or technical terms, but it does not replace hands-one practical skills in interpretation". Similarly, another learner commented, "Thanks to interpretation softwares, I can manage terminology better, but I feel they can't help me with consecutive or spontaneous interpreting."

Also related to interpretation software, one respondent stated, "During the time implementing the EBL tasks, there is no time for using or utilizing digital devices, therefore, they are not effective in my EBL activities." Another mentioned, "Digital devices even create more distractions than supporting tools."

The findings are in alignment with those of previous studies. While digital technologies may support interpreting learning with terminology management, the impacts they have on interpreting skills are limited. A study on virtual reality (VR) found that VR learning may help individuals with disabilities in learning interpreting, little effect on improving interpreting skills can be found [23]. Other studies, similarly, report that digital technologies do little integration in promoting interpreting skills for learners [24–26].

4.2.2. How Do Professional Interpreters Perceive the Role of Technology in Supporting Learning and Performance during Event-Based Learning Activities?

While quantitative data from student responses suggest that technology-assisted Event-Based Learning (EBL) activities had limited perceived impact on interpreting trainees at FPT University, interviews with professional interpreters reveal a more layered and nuanced understanding. The findings emphasized its significant contributions to nurturing key interpreting competences These expert insights emphasize both the practical advantages of well-integrated technological systems and the disruptive potential of emerging AI-driven interpreting learners including listening comprehension skills technologies, message processing skills. EBL provides students presenting a broader view that contrasts with bonafide environments' challenges reported by students.

One interpreter, reflecting on his professional experience at Vinmec International Hospital, described a context where digital tools were deeply embedded into the operational infrastructure of multilingual healthcare communication. He explained:

> "At Vinmec, they immersed themselves in real life interpreting contexts and developed a web-based system that included patient medical histories along with pre-translated diagnostic notes. These help translations were compiled with input from the interpreting trainers to reinforce their competence to comprehend team, process most of the specialized terms had already been standardized. When interpreting during consultations, and deliver messages effectively. I just needed to adjust the phrasing slightly based on context."
> (Interview excerpt, March 2025)

This system reduced the contrary to the positive impacts related burden of repetitive terminology management and allowed for more efficient cognitive allocation during live interactions. The interpreter further elaborated," Thanks to improving this setup, my written translation tasks were reduced by about 80%. It wasn't high-tech, but it made interpreting far easier, especially with bilingual competence test results and message processing skills coordination across departments." (Interview excerpt, March 2025).

This example highlights one of the study's key insights: the value of technology in interpreting practice lies not in its sophistication, but in its strategic and context-specific integration. In the case of EBL activities, the digital tools used were not necessarily advanced; however, their co-development with interpreters and alignment with domain-

specific language made them operationally effective. These tools also supported essential interpreting competencies such as stress management, concentration, and self-monitoring. In contrast, students in the present study often found that technology-based platforms, when not meaningfully embedded into their learning context, were either neutral in impact or even distracting. As a result, the integration of digital tools in EBL, when lacking pedagogical alignment and contextual relevance, had limited effectiveness in fostering core interpreting skills.

While such divergence may be attributed to the fact that EBL enhances certain settings in educational contexts often lack the systemic integration and workflow coherence of professional competences environments.

This aligns with findings from Kalina[20] and Sawyer[17], it moderately contributes to strategic who argue that interpreting competence or professionalism. With EBL framework is fundamentally situated- that is, interpreting learners found it hard to apply professional ethics emerges most powerfully in authentic contexts where language, tools, and interactional roles are mutually reinforcing. This suggests additional support when technology is needed for EBL activities contextualized within the interpreter's workflow, as seen in Vinmec, it supports rather than impedes performance.

In contrast, generic or standalone tools, such as vocabulary databases or interpretation apps used without pedagogical framing, while EBL has been proved often fail to be deliver meaningful gains and may even fragment learner focus[4].

Beyond current practice, another professional interpreter offered insight into the future trajectory of interpreting technologies. In a promising instructional approach in interpreter training recent commentary, she observed:

> "Real-time interpreting tools from China are something we can learn from. Now, apps with AI, internet integration, voice dictation, more refined preparation steps and voice-to-text are needed strong enough to utilize its full potentials interpret and convert speech into text almost instantly. For that aim to be achieved, This could reduce the following recommendations are proposed: the need for EBL extended time at international conferences just to be full-potentially exploited. wait for interpretation."

(Interview excerpt, March 2025)

This comment underscores the emerging role of Stress Management AI-powered interpreting technologies, including speech recognition, machine translation, and Concentration Techniques: To address students' challenges in handling pressures during real-time transcription tools. It gestures toward a future where human interpreters may need to share space with or supervise automated systems that handle basic or formulaic interpreting tasks. This view finds resonance in literature from Shi et al.[24], interpreting training programs should incorporate stress management workshop who emphasized the growing importance of technological literacy in interpreter education, mindfulness techniques and in Massey and Wieder[18], and guided breathing exercise. Additionally, they called for hybrid learning environments that combine experiential scenarios with digital skill-building.

While this vision of AI-assisted interpretation may still seem aspirational, it reflects a growing consensus that interpreting exercise related education must anticipate technological disruption. The gap between student attitudes and professional practices revealed in this study points to memory drills and a need for greater exposure to authentic, tech-integrated workflows in EBL environments. Students in the present study largely reported that technology either made little difference (mean scores between 2.95 and 3.20) or real-time posed difficulties (mean = 3.2 for "faced challenges using digital platforms"). However, professional experiences suggest that with appropriate design and training, technology can enhance both preparation and live interpreting activities should be implemented.

Moreover, the expert reflections align with broader critiques of Feedback how technology is introduced in interpreter training. As Duong and Nguyen[6] emphasized in their study on mock conferences in Vietnam, effective learning occurs when digital tools are integrated as functional components of performance rather than treated as peripheral add-ons. Therefore, EBL programs should include reflection sessions to support self-monitoring mechanisms. Their findings suggest that when students opportunities are asked to analyze their interpreting performance simulate real-world events under time and information pressure, tools like preformatted glossaries, identify errors bilingual forms, and develop strategies to deal with errors result-tracking dashboards improve both confidence and communicative fluency.

The optimization of technology-based EBL activities is critical to ensuring that digital tools enhance rather than disrupt interpreter training. The Vinmec system offers a real-world validation of this principle.

This leads to an important pedagogical implication: For digital devices interpreting educators should focus not only on what technologies are introduced, but how and when they are embedded into task design. CATIE Center (n.d.) and Pan[3, 14] both recommend that experiential learning settings include not just exposure to effective event-based formats but also rehearsal of professional protocols, team-based coordination, and decision-making under pressure-all of which can benefit from targeted technological support. Students in this study did not report strong positive effects from technology during EBL, it is recommended that training sessions on using interpretation software but this may reflect a lack of alignment between tool use and AI-assisted language processing tools learning objectives rather than a rejection of technology itself.

Furthermore, the discrepancy between student and professional perspectives may stem from differing levels of cognitive readiness. According to Kolb's experiential learning theory[16], learners must progress through stages of abstract conceptualization and reflective observation before they can fully benefit from active experimentation—particularly with tools that demand multi-tasking and strategic application. More virtual reality mock conferences without adequate scaffolding and orientation, talk shows … should be organized to immerse students in authentic contexts may view technology as a burden rather than a resource. This is supported by Sassaman[2], who found that novice interpreters often struggle with the assistance "overwhelm" of technology. unfamiliar formats and benefit most from phased exposure to professional tools.

In conclusion, while students in the present study were ambivalent about the role of Authentic EBL Activities: To further promote technology in EBL, interviews with practicing interpreters suggest that when designed with user needs in mind, digital systems can significantly enhance both interpreting competences, training institutions should expand efficiency and accuracy. These expert perspectives highlight the need for interpreter education to move beyond tool introduction and toward the scope functional integration of EBL activates beyond classroom-based mock conferences

or events technology into authentic task environments. Multiple real-world activities By adopting strategies from professional contexts—such as standardized bilingual outputs, real-time terminology databases, and collaborative interface design—educators can provide learners with make technology a more chance to hone their constructive force in developing interpreting skills. competence.

5. Conclusions

This study investigated the pedagogical effectiveness of Event-Based Learning (EBL) in interpreter training at FPT University, Vietnam. Drawing on a mixed-methods approach that combined interpreting test results, online surveys, and interviews with student participants and professional interpreters, the study sought to explore how EBL contributes to the development of interpreting competence across cognitive, affective, and strategic domains. EBL activities included structured, real-world communicative tasks such as mock conferences, talk shows, and company visits in which students participated as both organizers and interpreters.

Findings revealed that EBL made a significant contribution to the development of core cognitive-linguistic interpreting skills. Interpreting test results conducted at three intervals (T1, T2, and T3) demonstrated a trajectory of meaningful improvement. While there was a slight performance dip between T1 (M = 7.74) and T2 (M = 7.65), likely reflecting students' initial adjustment to EBL's real-time demands, scores rebounded at T3 (M = 7.94), surpassing the baseline and suggesting successful adaptation and skill internalization over time. This performance trend aligns with the survey results, which indicated statistically significant improvements in listening comprehension (M = 3.40, p = 0.0021) and message processing accuracy (M = 3.35, p = 0.0047). Students attributed these gains to the immersive nature of EBL, which simulates authentic professional interpreting environments and demands rapid cognitive engagement.

Despite these strengths, the study also identified several limitations in the current implementation of EBL. Survey data and qualitative feedback consistently pointed to insufficient development in areas such as stress management (M = 3.10, p = 0.33), concentration (M = 3.20, p = 0.163), and self-monitoring. These findings suggest that while EBL effectively enhances performance-based competencies, it does

not inherently cultivate the affective and metacognitive skills required for long-term professional resilience. Interview data with professional interpreters further reinforced this concern, highlighting the need for explicit pedagogical interventions to foster emotional regulation, ethical reasoning, and reflective practice.

The integration of digital tools in EBL activities was also found to have limited instructional impact. While learners acknowledged the utility of digital platforms for preparation such as terminology research or event coordination they did not perceive technology as significantly enhancing their performance during live interpreting tasks. This gap highlights a critical need to redesign the use of technology in EBL to simulate the multitasking and unpredictability of professional settings more accurately.

In light of these findings, several recommendations are proposed. First, EBL should be supplemented with structured scaffolding techniques, including peer feedback, mentor-led debriefing, and reflective journaling, to support students' emotional and strategic development. Second, the integration of interpreting technologies should move beyond preparation and be woven into live simulation tasks to develop digital fluency under pressure. Third, formative assessments such as performance rubrics and self-assessment checklists should be embedded into EBL cycles to promote metacognitive awareness.

The study is limited by its small sample size (n = 20), single-institution context, and short intervention period. Future research should consider longitudinal designs, larger samples, and comparisons across interpreting modalities to evaluate the sustained effects of EBL. Despite its constraints, this study affirms the potential of EBL as a pedagogical tool and calls for its refinement to support a more holistic and profession-ready interpreting education.

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Data Availability Statement

The data presented in this study are available on reasonable request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

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Conflicts of Interest

The author declares no conflict of interest. The funders had no role in the design of the study; in the collection, analyses, or interpretation of data; in the writing of the manuscript; or in the decision to publish the results.

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