國立臺灣大學文學院翻譯碩士學位學程

碩士論文

Graduate Program in Translation and Interpretation

College of Liberal Arts

National Taiwan University

Master's Thesis

遠距口譯訓練：學生觀點

Interpreter Training in the Distance Mode:

Trainees' Perspectives

盧作珩

Tso-Heng Lu

指導教授：吳茵茵 博士

Advisor: Yin-Yin Wu, Ph.D.

中華民國 113 年 2 月

February 2024

謝詞

論文的羈絆過了太多個寒暑，過程中有過自負、懷疑、逃避與焦慮，彷彿延續了學程前兩年的口譯訓練，但亦如口譯訓練，是一番誠實審視、暫放不安、再迤邐前行。身為工作和論文寫作的新手，生活總是焦頭爛額，但也因此更加感激一路上的善意。

謝謝茵茵老師的指導，以耐心包容我經常的拖沓，以堅持砥礪我一度的僥倖；謝謝嘉倩老師、Dragon 老師的鼓勵、回饋，口試本上的細心註記、口試中的一一提點，都是對這份論文的溫柔看重，希望我已適切回應；謝謝 Damien 老師在碩博論壇時擔任講評老師，幫助我聚焦主軸；也謝謝柏森老師在論文的雛型階段給了寶貴的建議；謝謝 Vicky 總是在我對繁瑣的行政流程束手無策時伸出援手；謝謝口譯組 R07、08 的大家參與訪談，沒有你們，就沒有這篇論文。

在學程的時光意義非凡，謝謝 Michelle 老師、Damien 老師、茵茵老師、Gina 老師、Dragon 老師、Tony 老師，知識、風範都是榜樣；謝謝口譯組 R07 的大家，學習口譯的日子不總是順風順水，但總能彼此陪伴、互相打氣，這些回憶我都會銘記在心。

謝謝所有在見面時、飯桌上、訊息中督促過我的朋友。

最後，謝謝家人、男友，替我的論文進度操碎了心、仍給予了無條件的支持，謝謝你們，讓你們擔心了。

i

中文摘要

2020 年初，新冠肺炎疫情爆發，全台各級學校紛紛採行遠距教學，以確保學習不至中斷，經濟合作暨發展組織（OECD）建議妥善記錄在此期間所執行之教學計畫，以提升整體教育體系的韌性；紀錄時若能參採師生觀點更佳，因師生參與計畫其中，能縝密、貼切地描述實施層面的細節與成果。

疫情前遠距教學發展已有時日，然此教學模式在課堂溝通、互動的限制，導致其鮮少應用於口譯教學，惟於疫情席捲全球之際，始見高等教育層級院所、全時學制的口譯訓練課程緊急採取遠距口譯教學。由此可見，遠距口譯教學的發展，仍處於起步階段，而當中的學生觀點，更鮮少深究，有鑑於此研究缺口，本研究藉由個人訪談（共兩位）及焦點團體訪談（共七位），回顧台大翻譯碩士學位學程於 2020 年初所實施之遠距口譯教學，探究、聚焦於學生觀點，期能助於未來口譯教學規劃。

本研究結果指出，遠距口譯教學受惠於現今科技發展，教師能提供更精確的回饋，且此教學模式相較過往實體授課，賦予學生更高的自主性；另一方面，此教學模式的限制，則反映於課堂整體互動減少、以及數位落差的隱憂。除此之外，因應遠距口譯教學，教師的明確指引及同理，能為學生的學習帶來正向影響。根據研究結果，本研究亦推判，既口譯教學重視於課堂中模擬實際工作情境，於此遠距口譯教學仍有諸多未能企及之處。

受疫情起伏影響，台大翻譯碩士學位學程之遠距口譯教學實施急迫，且僅於一學期間執行，本研究雖致力於忠實呈現遠距口譯學習面貌，規模仍屬有限，未來若欲進一步探討遠距口譯教學之規劃與策略，則以質性、量性研究方法併濟、檢視長期進行之遠距口譯教學更為理想，也相信相關研究結果將能夠裨益整體口譯教學規劃。

關鍵字：口譯訓練、遠距學習、學生觀點

Abstract

Amid the COVID-19 pandemic, distance learning became an essential countermeasure to ensure the continuity of education. OECD and The World Bank (2022) underscored the importance of detailing distance learning initiatives during the pandemic, emphasizing that the intricacies and efficacy of such programs are best described by those involved in their design and deployment. However, as distance learning is potentially limited in facilitating effective communication, its application in interpreter training was scarce. The pandemic outbreak brought about numerous attempts at a scale unprecedented in the past, yet interpreter trainees' perspectives on distance-mode training have yet been fully captured. Hence, the present study seeks to fill the research gap by employing individual interviews (two participants) and focus group interviews (seven participants) to examine interpreter trainees' experiences at the Graduate Program in Translation and Interpretation at National Taiwan University. It is hoped that more robust, future-ready training programs can be developed with the identification of successful distance-mode training strategies.

Overall, the study underscored benefits enjoyed by distance-mode interpreter training, such as improved feedback and learner autonomy, but also highlighted challenges, like diminished interaction and concerns about a digital divide. The trainees also highlighted the importance of clear technological instructions and empathetic support

from trainers during distance-mode training. These insights suggest that technology shall be applied in conventional on-site interpreter training to enhance its effectiveness, but distance-mode training can yet replicate on-site interpreting assignments entirely.

The study strives to capture the authentic experiences of interpreter trainees; nevertheless, this study has limitations. The data was limited as it stems from the rushed transition to distance-mode training in the early 2020, and the study's reliance on interviews with a small group of interviewees might compromise its breadth and precision, leading to the results not being universally applicable. To refine these insights into devising future training programs, whether it be distance-mode or conventional ones, a longer, planned training study that integrates past research would be beneficial. A broader research scope employing both qualitative and quantitative methods, paired with insights from trainers, would offer a more holistic view of distance-mode interpreter training.

Key Words: interpreter training, distance learning, students' perspectives

Table of Contents

List of Figures

List of Tables

Chapter 1   Introduction

1.1. Research Background: An Abrupt Transition

The author was a second-year interpreter trainee at the Graduate Program in Translation and Interpretation at National Taiwan University during the outbreak of COVID-19. As an interpreter trainee, school life was simple, repetitive, and yet somehow gravitating. Most days revolved around practicing, commuting, and attending classes. In the early 2020, as chatter about a novel and highly contagious coronavirus, grew, things began to shift. Casual greetings evolved into anxious discussions about the rising number of cases. Debates about whether to wear masks in the interpreting booths became frequent.

Before long, the virus was declared a pandemic. Sitting in the classroom for the final in-person simultaneous interpreting class of the semester, I had not anticipated that it would be the last. The instructor prepared a presentation outlining the transition to training in a distance mode. Instead of delving straight into the scheduled practices of the day, the class devoted significant time to testing one's own laptops and headsets. Uncertain about the duration of this new mode of interpreter training, I struggled to grasp its logistics. I was unfamiliar with teleconferencing tools like Webex and had never considered the importance of evaluating my home's internet speed before an interpreting class. Although the trainer encouraged us to reflect on the broader implications of the crisis, my mind was too consumed with immediate concerns about the new training mode

to contemplate the larger picture.

Amid the ongoing global crisis brought on by COVID-19, social distancing emerged as a pivotal measure to mitigate the transmission of the virus. This paradigm shifts in human interaction compelled adaptation across all sectors of the society. Educational institutions were also profoundly affected. The Organization for Economic Cooperation and Development (OECD)and The World Bank reported that at least 1.5 billion students worldwide faced disruptions in learning due to school closures in 2020 and 2021 and that between March and June 2020("OECD & The World Bank," 2022), most institutions transitioned online to maintain learning continuity during the initial wave of lockdowns. It was estimated that the advancements in distance learning were catalyzed by the pandemic the progress had exceeded that seen in the previous twelve years ("How Learning Continued During the COVID-19 Pandemic: Global Lessons from Initiatives to Support Learners and Teachers," 2022).
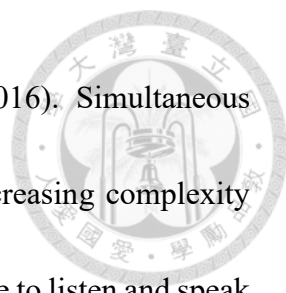
1.2. Interpreter Training at the Graduate Level

Against this backdrop, interpreter training programs confronted significant challenges heightened by the inherently interactive nature of traditional interpreter training. Setton and Dawrant (2016) described that spanning from one to two years, interpreter training programs in top institutions follow a common structure where a program typically begins with basic skills like listening and speaking and then advances

to consecutive and simultaneous interpreting, likely with additional practice in sight translation. These courses, aimed at enhancing trainees' language flexibility, increasing their domain knowledge, and developing interpreting techniques through one-on-one coaching and repeated practice, tend to have small classes, ensuring students get tailored feedback from trainers, who typically are practicing interpreters (Setton & Dawrant, 2016). As Setton and Dawrant (2016) highlighted, interpreter trainees are also expected to work diligently on their own and with peers in after-class practice sessions. Annalisa (2015) observed that self-practices often take more time than the hours spent in class for interpreter trainees. Additionally, while characterizing interpreter training, Annalisa (2015) noted that interpreter training often features practices that mirror real-life tasks.

Setton and Dawrant (2016) presented a thorough overview of interpreter training by showcasing examples of training exercises and outlining the progression of the curriculum. According to the study, initially, trainees focus on honing fundamental skills such as listening, speaking, and abbreviating; these skills are then coordinated and integrated to handle more intricate tasks under progressively realistic conditions Consecutive interpreting training serves as the foundation for simultaneous interpreting training with additional instruction on training note-taking techniques, which often requires the use of digital recording devices and loudspeakers, which allows for recording and playback of speeches and interpretations, and preferably, a projector that can display

3

notes for collective analysis and critique (Setton & Dawrant, 2016). Simultaneous

interpreting training, on the other hand, involves exercises with increasing complexity

and speed in a simultaneous interpreting booth, where trainees are able to listen and speak

concurrently (Setton &Dawrant,2016). With ample in-booth practices and comprehensive

feedback from classroom settings, mock conferences, and individual recorded sessions,

the researchers believed that trainees are able to reach a professional interpreting standard.

1.3. Research Purpose and Questions

As previously discussed, the characteristics of graduate-level interpreter training

programs underscore the inherent interactivity of interpreter training, indicating potential

mismatches between conventional on-site interpreter training and distance learning.

Collaboration with trainers and peers and an optimal training environment that replicates

authentic scenarios are pivotal to interpreter training. These foundational attributes

indicate potential mismatches between conventional on-site interpreter training and

distance learning instruction. However, as the pandemic substantially altered

interpersonal interactions, interpreter training in a distance mode was necessitated, and

the discrepancies between interpreter training and distance learning were further

exacerbated by the abruptness of the transition.

Given the unexpected shift to distance learning across various disciplines, OECD and

The World Bank (2022) highlighted the significance of describing and documenting

efforts within distance learning initiatives. They recognized that overcoming such challenges not only built resilience among practitioners but also generated insights beneficial for the broader educational community. Moreover, the nuances and effectiveness of how these programs and policies were implemented can be best articulated by those directly involved in their design and execution (OECD & The World Bank, 2022). Sharing these perspectives, the present study explores interpreter trainees' experiences with interpreter training in a distance mode at GPTI. The purpose is to identify innovative strategies to train interpreting in a distance mode and to help develop a more resilient and effective interpreter training program for the future. With focus group and individual interviews, the present study aims to answer the following research questions:

(1) From the perspective of interpreter trainees, what are the benefits and limitations of training in a distance mode?

(2) Which strategies, as perceived by interpreter trainees, were effective in overcoming the challenges of interpreter training in a distance mode?

(3) How do the experiences with interpreter training in a distance mode influence the broader field of interpreter training?

Chapter Two reviews existing literature on distance learning and prior attempts of interpreting training in a distance mode to lay the foundation for the present study.

Chapter Three details the research design, outlines the distance-mode training structure at GPTI in the early 2020 spring semester, describes the technological tools applied, and provides the rationale behind the interview questions. Chapter Four presents the qualitative results of the focus group and individual interviews. Chapter Five then discusses the key findings of the present study and pinpoints contributing factors, and outlines the implications of the discoveries. Chapter Six reflects on the limitations of the present study and offers recommendations for future work.

Chapter 2   Literature Review

2.1.   Distance Learning: The Definition and Evolution

Over the past two decades, the relevant literature has demonstrated the use of inconsistent definitions of distance education and distance learning by various researchers (Moore et al., 2010). Keegan (2013b) characterized distance education in the late 1990s as an approach involving physical separation between teachers and students, with the utilization of instructional media and the absence of learning groups. Moore at al. (1990) further added the involvement of computers in delivering distance education, allowing instruction to be provided at different times and locations, which reflected a prominent change in the field. Keegan (1996) considered distance education to be an umbrella term, and distance learning, contrary to distance education, emphasized students' perspective while learning but not the process of course development. With the popularity of the Internet and the application of computer-mediated instruction, distance learning gained traction in the late 20th century, and the term distance learning had come to be associated, or even synonymous with terms such as online learning, e-learning, web-based learning, and so forth (Conrad, 2006).

In the present study, "distance learning" is the fundamental concept. The term aligns with the training mode adopted by GPTI, which possesses the qualities of modern-day distance learning: utilizing the Internet as the primary instructional medium to foster

interaction and overcome geographical barriers between trainers and trainees with the focus on learners' roles. Additionally, it adequately captures the core of the present study, which centers on trainees' perspectives.

2.1.1. Benefits and Limitations of Distance Learning

Distance learning can be classified into two main forms: synchronous and asynchronous learning, depending on whether real-time interaction with instructors exists. Synchronous distance learning enables "real-time" interaction through teleconferencing, video teleconferencing, and online chatting tools; while being time-sensitive, it is not restricted by geography (King et al., 2001). In contrast, asynchronous distance learning does not involve "real-time" interaction between the teacher and students, and correspondence courses, e-mail, and web/server-based instruction are some of the few examples.

Whether synchronous or asynchronous, distance learning has been considered to possess the following advantages and disadvantages; advantages-wise, such a learning approach enjoys flexibility, cost-effectiveness, and convenience (Sadeghi, 2019). On the other hand, it also presents limitations. These include exposure to distractions, complex technology requirements, limited opportunities for social interaction, difficulties in communicating with instructors, and skepticism of online degrees' credibility (Sadeghi, 2019). While distance learning has gained popularity due to its ability to expand learning

opportunities, its limitations have hindered its widespread adoption in interpreter training, where effective communication and interaction are essential.

2.2. Interpreter Training in a Distance Mode

In comparison to distance education, which has a longer historical background, interpreting training in distance mode has received relatively little attention. It was not until the late 1990s when the technology matured and broadband connections improved, that attempts to train interpreting skills in a distance mode appeared (Ko& Chen, 2011). However, the initial attempts in the early 2000s still retained features of traditional face-to-face teaching or guided self-study, lacking sufficient opportunities for interactive interpreting practice comparable to classroom learning (Ko, 2006).

2.2.1. Prior to the COVID-19 Pandemic: Training Attempts in Non-degree Programs

Ko (2008) was one of the pioneers in the field, who carried out and documented one of the few attempts that experimented with synchronous interpreter training in a distance mode. The researcher taught dialogue interpreting, consecutive interpreting, and sight translation remotely, with an aim to examining the feasibility of interpreting training in a distance mode. Two groups of trainees participated in the study, with one group receiving distance training and the other group receiving face-to-face instruction. The trainees had not received any interpreter training prior to the attempt, though a screening test was
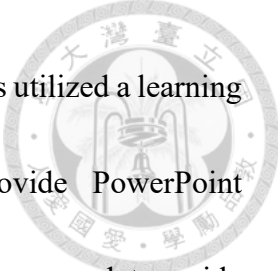
conducted to ensure that they were equipped with sufficient bilingual competence to undertake the training. The attempt spanned 13 weeks or 39 hours, utilizing sound-only teleconferencing facility, telephone, and the Internet as the primary teaching mediums. To assess the trainees' learning outcomes, pre-training and final examinations, as well as an independent NAATI (The National Accreditation Authority for Translators and Interpreters) test, were conducted. The study revealed that trainees taught in a distance mode achieved the same level of interpreting skills as those taught in a face-to-face manner on campus.

Considering the approach to be a feasible option for interpreting training, Ko (2008) identified the cost-effectiveness of distance training as one of the benefits. The absence of private discussions during teleconferencing sessions was thought to be an advantage as well, as it ensured that in-class discussions remained focused on the lesson. However, while the study concluded that distance mode was a viable option for teaching interpreting, it also identified limitations inherent to this training mode. For instance, online monitoring of trainers might induce nervousness among interpreter trainees. Moreover, training that concerns the use and identification of paralinguistic features, especially those associated with visual interaction, such as eye contact and body language, was particularly challenging with the distance-mode training due to the lack of face-to-face interaction.

Ko's research (2008) also explored ways to address issues emerging from the training mode. For instance, Ko believed that the problem of shorter attention spans and fatigue could be overcome through proper guidance to utilize the technological tools and familiarization with the equipment. The importance of a better network connection was also emphasized. Additionally, more exposure to such settings would be beneficial for learning paralinguistic features. Lastly, it was suggested that ideal distance training programs should not be too short so that satisfactory results could be achieved.

A Business Interpreting and Translation (BIT) Certificate Program, on the other hand, was the first attempt by a postgraduate training institution to go partly online with translation and interpreter training in South Korea (Lee & Huh, 2018). The program spanned 20 weeks and was uniquely designed to blend online and offline classes. Trainees were expected to complete online assignments during the week and participate in face-to-face sessions on Saturdays to obtain the certificate. Online translation classes and interpreting classes were conducted asynchronously for 13 weeks and six weeks respectively. The focus of the six-week interpreter training was on developing fundamental interpreting skills, including memory and note-taking techniques. The objective was to equip trainees with the ability to conduct short consecutive interpreting in both language directions. The curriculum consisted mainly of audio lectures, practice exercises, and trainer feedback.

To facilitate online interpreter training, the BIT program's trainers utilized a learning management system (LMS) to distribute assignments and provide PowerPoint presentations embedded with voice recordings. These materials were used to guide trainees in completing the assigned interpreting tasks. Following the program, a post-training survey was administered to the trainees, and interviews were conducted with both the trainers and trainees. Trainees identified several benefits of training in a distance mode, including convenience in logistics, learner autonomy, and detailed feedback from trainers. The asynchronous nature of the training allowed them to learn at their own pace, anytime and anywhere, which was particularly advantageous for those who were not full-time students.

However, Lee and Huh's (2018) study also uncovered limitations of interpreter training in a distance mode, as reported by both trainees and trainers, despite the program not being a degree program. From the trainees' perspective, it was noted that while they generally considered online translation training to be equally effective as face-to-face classes, they expressed doubts about the effectiveness of online interpreter training. Less than half of the trainees perceived online training to be as effective as in-person classes. Trainees also highlighted the inconvenience of trainer-trainee communication, as they placed a higher value on feedback from trainers compared to feedback from their peers. On the other hand, the trainers believed lack of peer discussions was one aspect of

12

distance training that could have been improved with mandatory class activities, creation of a welcoming environment to promote the exchange of thoughts, and deliberate encouragement of open communication.

Before the outbreak of the COVID-19 pandemic, there was limited research on interpreting training in a distance mode. The early attempts to train interpreting in a distance mode mainly focused on consecutive interpreting in medical, business, or community contexts and were often short-term certificate programs (Güven, 2014; Ko, 2008; Lee & Huh, 2018; Skaaden & Wattne, 2010). Additionally, these training attempts did not address training in simultaneous interpreting and lacked the rigor associated with full-time degree programs. Participants from these studies also had distinct backgrounds compared to those enrolled in full-time programs. The latter group typically undergoes a rigorous selection process before admission and is expected to interpret professionally after graduation. To capture the nuances of contemporary interpreter training, further discussion and research based on these initial studies are necessary.

2.2.2. After COVID-19 Outbreak: Training Attempts in Degree Programs

As OECD and The World Bank (2022) highlighted tremendous progress in distance learning during initial lockdowns, the outbreak of the COVID-19 pandemic was also a watershed moment in the field of interpreter training. From this point on, increasing numbers of full-time programs have accumulated experiences in distance-mode training,

13

which are particularly notable with their application of the most up-to-date technology. Marking unprecedented flexibility in interpreter training, these interpreter training attempts showcase the potential of diverse training methods facilitated by modern ICT technology. Regardless of the variety of execution, they are all valuable experiences that worth looking into.

In 2021, Krouglov (2021) conducted a study on graduate-level simultaneous interpreting training at seven universities in Europe and Australia. The primary aim of the research was to investigate the impacts of transitioning interpreter training to an online format, particularly in the case of simultaneous interpreting, which required equipment such as interpreting booths and dual-track recording devices. The study examined the assessment results of the distance-mode training and gathered data with qualitative research methods, utilizing questionnaires to collect insights from 17 teaching staff members and 24 students across the participating universities. Additionally, twelve semi-structured individual interviews were conducted online, involving six trainers and six trainees, to obtain their perspectives on the effectiveness of distance-mode training.

The study by Krouglov (2021) found the majority of trainers believed that the trainees performed similarly despite the transition, and a few even suggested that the trainees performed better with distance-mode training. Trainers highlighted effective adaptation resulting from the comfort, flexibility, and safety afforded by simultaneous

14

interpreting training in a distance mode. However, some trainers also expressed concerns over the potential distractions and interruptions trainees faced while learning from home, noting a sense of isolation among the trainees. Moreover, there were indications of less peer support, which might have had a negative impact on students' learning. Surprisingly, technical challenges, initially expected to cause dissatisfaction, were not prominently addressed by the trainees in the questionnaires or interviews. In regards to the final online examination, the study admitted that additional preparation from trainers and trainees was required to achieve effective online assessment.

Krouglov (2021) demonstrated the feasibility of simultaneous interpreting training in a distance mode, which had been considered a challenging endeavor due to technical constraints in the past. However, due to the data collection from seven universities likely with varying curriculum planning, it was challenging to pinpoint the specific practices that contributed to the comparable assessments results of distance-mode training. Additionally, the study leaned more towards presenting the trainers' perspectives, despite also conducting interviews with trainees.
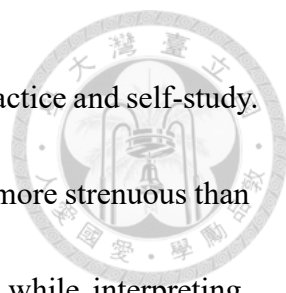
Complementing Krouglov (2021), Seresi (2021) studied on a consecutive interpreting training attempt, in which another essential pillar of full-time interpreter training program, consecutive interpreting training was explored. Seresi (2021), an interpreting trainer at the Department of Translation and Interpreting of Eötvös Loránd

University, trained consecutive interpreting in a blended mode during the spring semester in 2020. Undertaking the blended-mode training, trainees were assigned tasks on Canva, a learning management system, to complete asynchronously, while receiving feedback delivered in a synchronous manner with video chats. Materials such as audio and video files were provided to trainees electronically and they had to upload their interpreting performances to Canva two to three days after the trainers uploaded the file. The trainers, then, arranged online video chat sessions with four students each week. The training attempt lasted for three weeks before the trainer terminated the practice after receiving trainees' feedback through Google Forms questionnaires.

There were 22 trainees surveyed, with year-one students accounting for most of the respondents. The questionnaires touched upon issues such as the advantages and disadvantages of such a training mode and if the trainees found the feedback useful, though not instantly given but after several days after task completion. Still, with the main focus on how the trainees learned consecutive interpreting in the studied period, the questionnaires were primarily devoted to questions such as if the trainees stopped and replayed the assigned videos/audios while completing the given tasks, if the trainees were satisfied with their performances, and how much time the trainees spend on their studies.

Overall, the study indicated that the trainees sometimes rewound the recordings while considering it cheating or self-deception and that they identified the advantages of

16

distance-mode training mainly as no commuting and more time for practice and self-study. The disadvantages, on the other hand, included online training being more strenuous than previously as there were more deadlines to meet and no audience while interpreting, which hardly simulated a real-life situation. There was also indication of decrease in interaction and intragroup cooperation as well as a sense of isolation.

Seresi (2021) focused on interpreter trainees' feedback on consecutive interpreting, revealing the dilemmas they encountered during self-practice sessions, an activity commonly found in interpreter training, regardless of the training mode being online or offline. The study observed that online training had provided trainees with more time for self-practice, but that also implied that the trainees had to strike the delicate balance between autonomy and discipline. Furthermore, it highlighted the complementary nature between in-class interpreting practice and self-practice. In-class practice better simulated real-life work scenarios, while self-practice enhanced performance without the presence of a live or visible audience (Seresi, 2021). The study also demonstrated the interactive nature of interpreter training, accentuating the significance of instant feedback and communication among trainees and trainers, especially during distance training. Finally, the decision to terminate the three-week practice reflected the inevitability of trials and errors when dealing with previously-unforeseen training situations caused by the pandemic. However, though providing replicable account of consecutive interpreting,

Seresi (2021) only examined a relatively short period of training and focused solely on consecutive interpreting.

While Seresi (2021) focused on a rather short training attempt, Ahrens (2021) conducted longitudinal surveys to gather insights from both trainers and trainees regarding their experiences with interpreter training in a distance mode and highlighted challenges encountered during the training. At the Institute of Translation and Multilingual Communication at the University of Applied Sciences, Cologne, another full-time, graduate-level interpreting program transitioned online during the COVID-19 pandemic. The distance training attempt involved the utilization of Zoom as the primary instructional tool, which offered a breakout room and simultaneous interpreting functions, along with Audacity for dual-track recording and GoReact for assignment and evaluation.

Ahrens (2021) distributed weekly questionnaires that were designed to be short and easy to complete, aiming to encourage high response rates. They primarily included rating questions with Likert-type scale options such as "the same," "more/better," and "less/worse." After the first week, two additional options, "a bit more" and "substantially more," were added. Two open-ended questions about advantages and disadvantages were also included to elicit further feedback.

Overall, 21 interpreter trainees and 15 trainers unanimously perceived online training to be more demanding and tiring compared to in-person training. In addition,

regardless of the year of study, interpreter trainees reported spending more time on training when conducted in a distance mode. While trainees perceived contact time between trainers and trainees notably decreased in online settings, trainers, on the other hand, considered otherwise, as they had to schedule individual appointments with trainees as trainees only needed to join their assigned sessions. In general, the quality of interaction was perceived to be equal to or worse than on-site training by most respondents.

Based on the experience, Ahrens (2021) suggested that the amount of contact time between trainers and trainees should be a significant factor to consider when carrying out interpreter training in a distance mode. It was also observed that interaction online required more efforts from both trainers and trainees, particularly when they were less familiar with the logistics of distance-mode training. Moreover, training larger groups was found to be less effective in maintaining trainees' attention, and the digital divide remained a persistent challenge for future distance-mode training endeavors. To conclude, the author emphasized the necessity for a centralized software solution to streamline organizational efforts and reduce the need for multichannel processing, which would potentially alleviate stress for both trainers and trainees.

Ahrens' (2021) study examined interpreter training in a distance mode over 14 weeks, providing valuable quantitative data. The author acknowledged there had been limited

literature available on distance-mode interpreter training at the time of research, and the scale used in the study, which focused on aspects such as time allocation, contact time, interaction quality, and efficiency and fatigue, was created under time constraints due to time-sensitiveness of the data. Despite these limitations, the study shed light on the challenges faced by both trainers and trainees during the transition to distance-mode training. It offered insights into their experiences and the intricate dynamics of interpreting in a training mode. The findings, highlighting the abruptness of the transition, particularly revealed changes in training processes and trainers' and trainees' mindsets over the studied period. However, in order to identify more precise pedagogical approaches for interpreter training in a distance mode, it is important to supplement the quantitative findings with qualitative investigation of the underlying factors that had driven the observed trends.

The European Masters in Conference Interpreting (EMCI) is a consortium of partner universities that offers a master's course in conference interpreting. In response to the COVID-19 pandemic, all member universities had to shift from on-site training to distance-mode training, consecutive interpreting and simultaneous interpreting training included. In the participating programs, consecutive interpreting training was primarily conducted synchronously using platforms such as Zoom, Microsoft Teams, KUDO, and Skype, while simultaneous interpreting training was conducted both asynchronously and

synchronously.

The EMCI committee (2021) was one of the few studies that reported students'
perspectives of distance-mode interpreter training. The research collected data through
questionnaires sent to 68 students and 15 EMCI coordinators, aiming to gather
perspectives on the transition to online training and identify the advantages and
disadvantages of distance-mode interpreting learning. According to the report, the
trainees highlighted several advantages of distance training. They recognized that it met
the future market demand for remote interpreting, especially in light of the increasing
popularity of remote interpreting and videoconference interpreting in various professional
settings, provided learning opportunities during lockdowns, and offered more flexibility
in time management. Meanwhile, various technical issues related to image and sound
quality were reported. In addition, EMCI (2021) revealed trainees' concerns about the
psychological and social implications of distance-mode training, including fatigue, stress,
and undermined quality of communication with peers and trainers. Moreover, trainees
also raised doubts about the effectiveness of the training process itself. For instance, it
was observed that it could take both the trainers and trainees a longer time to setup for
classes in a distance mode.

Of particular interest, the EMCI (2021) highlighted the importance of a sense of
community and presence during training, as mentioned in two responses from the
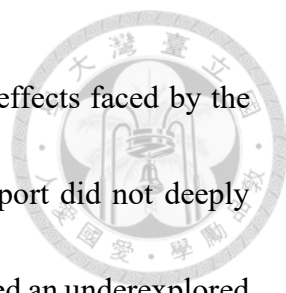
questionnaires:

> The worst is the psychological part. You never know if the interpreting was as hard for your friends as for you, you don't get to speak to them that often. The written feedback is always less encouraging. Teachers can never know if you're struggling with the technology or with the interpreting itself. You have to work harder because you usually get more recordings to interpret than during a regular class (EMCI, 2021, p. 16).

> It's more stressful because there are so many more variables ("is the Internet connection going to be ok", "passing of the mike doesn't work", "I don't see my partner in the booth"). At the same time, it doesn't give you the adrenaline rush the booth does and it feels as if you are not tense enough because of it (I hope this makes sense). Further, socializing, which usually helps when you suffer stress about something, is absent in remote training. It's much easier to let your attention drift during the class if it's not your turn to interpret (EMCI, 2021, p-16).

In these responses, trainees emphasized the psychological challenges they faced, including the lack of interaction and support from peers and teachers. Interpreter training in a distance mode also reduced the adrenaline rush trainees typically experienced in an on-site interpreting booth. Moreover, the absence of socializing opportunities made it easier for trainees to lose focus during classes when it was not their turn to interpret.
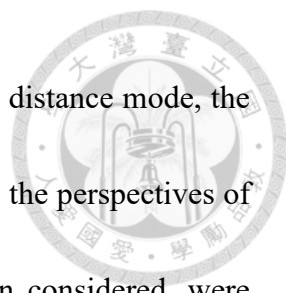
22

Insights from EMCI (2021) highlighted the complex psychological effects faced by the trainees during the shift to distance-mode training. Although the report did not deeply investigate these aspects or the adaptation efforts of trainees, it unveiled an underexplored research area—interpreter trainees' perspectives of distance-mode interpreter training—that could further complete the understanding of novel training mode.

2.2.3. Summary: Benefits and Limitations of Interpreter Training in a Distance Mode

Despite the brief history of distance-mode interpreter training and limited number of training initiatives, a more comprehensive understanding of this training mode is gradually emerging after the pandemic. Previous studies have identified benefits and limitations of interpreter training in a distance mode with several training attempts. In general, such a training mode enjoys the advantages of cost-effectiveness, logistical convenience, detailed feedback from trainers with the help of technology, more autonomy granted to learners and relevance to the market trend (EMCI, 2021; Ko, 2006; Krouglov, 2021; Lee & Huh, 2018; Seresi, 2021). Meanwhile, it also possesses a number of limitations, including technical issues, difficulties in training paralinguistic skills, communicative barriers among trainers and trainees, a sense of fatigue and isolation, decreased interaction quality and less authentic training environment (EMCI, 2021; Ko, 2006; Krouglov, 2021; Lee & Huh, 2018; Seresi, 2021).

Despite a growing body of literature on interpreter training in a distance mode, the majority of these findings stem from the trainers' perspectives, while the perspectives of interpreter trainees have received less attention. Their views, when considered, were primarily collected through questionnaires, which might not provide a comprehensive understanding of training endeavors. In addition, while numerous suggestions have emerged from past research—such as improved connectivity, increased exposure to real-world settings, guidance to prevent fatigue, obligatory class activities, fostering a conducive environment for exchanging thoughts, active encouragement of open dialogue, enhancing contact time between trainers and trainees, forming smaller learning groups, and implementing a unified software solution—the proactive roles of trainers and trainees in ensuring successful distance training have not been thoroughly examined.

Echoing with the call of OCED and the World Bank (2022) that the nuances and effectiveness of distance learning initiatives can be best represented by those directly involved in their design and execution, the present study seeks to bridge the gap of lacking trainees' perspectives in the research field of distance-mode interpreter training. In addition, the present study also investigates the coping strategies employed by the trainers and trainees during distance-mode training with focus group interviews and individual interviews. The detailed research method will be further elaborated in the next chapter.
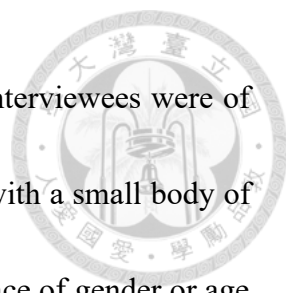
Chapter 3　　Methods
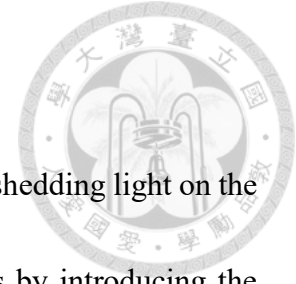
Chapter three presents the research methods used in this study, shedding light on the research's foundational principles and its implementation. It begins by introducing the participants, offering an academic overview of the interviewees, and underscoring the unique attributes of interpreter trainees in a full-time interpreter training program. Subsequently, the chapter elaborates on the curriculum structure of the interpreter training at GPTI during the studied semester and the technological tools adopted for distance-mode interpreting as they offer valuable reference points for future training initiatives and facilitate subsequent comparisons and analysis. The chapter concludes by detailing the design of the interview questions, the interview procedure, and the data analysis procedure, all of which underpin the validity of this study.

3.1.　Participants

All interpreter trainees registered at the Graduate Program in Translation and Interpretation (GPTI) during the spring semester of 2020 were interviewed. This group comprised nine individuals: five in their first year and four in their second. As Setton and Dawrant (2016) emphasized the necessity of possessing a university degree in advance of receiving interpreter training, all participants in the present study had already attained undergraduate degrees before admitted to the program through a rigorous admission process. For local students, the acceptance rates were 5.56% and 6.82% out of 108 and

25

88 applicants respectively, in the years they were admitted. Three interviewees were of other nationalities than Taiwanese. In order to maintain anonymity with a small body of interviewees and given that the study does not investigate the influence of gender or age on the results, specific details about the interviewees' gender identity and age are not disclosed. In terms of linguistic backgrounds, two interviewees considered English their primary language, while the remaining participants claimed Chinese as their native tongue.

3.2. Introduction of GPTI and Its Course Profile in the Spring Semester of 2020

The Graduate Program in Translation and Interpretation (GPTI) at the National Taiwan University (NTU) bears resemblances with numerous interpreting degree programs worldwide, rendering the GPTI experience a valuable reference for other full-time programs. To gain admission into the GPTI, prospective students must pass a rigorous entrance examination. Once enrolled, interpreter trainees undertake a two-year interpreter training and are mandated to complete a graduate thesis to receive a master's degree. During the course of training, interpreter trainees are coached to become professional conference interpreters who can interpret consecutively and simultaneously from Mandarin Chinese to English and vice versa. The trainers are active professional interpreters, and the instructional materials, which primarily encompass audio recordings and slide presentations, are often derived from real-world interpreting scenarios.

According to its official website, the GPTI program's objective is "to cultivate students' proficiency in both Chinese and English, foster an understanding of the professional translation and interpretation field, instill a multicultural and multidisciplinary perspective, and develop competency in the theory and research methodology pertinent to translation and interpretation studies ("About the Program," 2023). During the spring semester of 2020, the GPTI offered the following interpreting courses: Basic Consecutive Interpreting (English to Chinese), Basic Consecutive Interpreting (Chinese to English), Introduction to Simultaneous Interpretation, Advanced Simultaneous Interpreting (English to Chinese), and Advanced Simultaneous Interpreting (Chinese to English).

Simultaneous interpreting training at GPTI takes place in a language lab equipped with four booths. Each booth is installed with SANAKO Lab 100 Simultaneous Interpretation Training System, which supports dual-track recording. As part of the training, interpreter trainees listen to source audios in these booths while slides are displayed on individual monitors. This system also permits the simultaneous recording of the source audio and the student's interpretation, granting trainees the ability to later review and critically evaluate their performances. To further bolster their skills, interpreter trainees are strongly advised by their instructors to engage in after-class practices, either individually or in collaborative peer groups.

First-year GPTI students undertook three primary interpreting courses at that time, namely Basic Consecutive Interpreting (English to Chinese), Basic Consecutive Interpreting (Chinese to English), and Introduction to Simultaneous Interpretation, each of which was taught by a different instructor. On the other hand, second-year students undertook Advanced Simultaneous Interpreting (English to Chinese) and Advanced Simultaneous Interpreting (Chinese to English), each of which was also taught by different instructors. With one instructor responsible for both Basic Consecutive Interpreting (Chinese to English) and Advanced Simultaneous Interpreting (English to Chinese), a total of four instructors participated in distance-mode training during the spring semester of 2020. Additional consecutive interpreting classes were also held in both language directions due to residual make-up sessions from the preceding semester. An overview of the courses provided during this period, all featuring three hours of instruction per week, can be found in Table 1.

Table 1

An Overview of Courses Offered at GPTI in the Spring Semester of 2020

Year of the Students	Course Title	Instructor	Number of the Students
Year 1	Basic Consecutive Interpreting (English to Chinese)	Instructor A	5
	Basic Consecutive Interpreting (Chinese to English)	Instructor B	5
	Introduction to Simultaneous Interpretation	Instructor C	5
Year 2	Advanced Simultaneous Interpreting (English to Chinese)	Instructor A	5
	Advanced Simultaneous Interpreting (Chinese to English)	Instructor D	4

For the first-year students, Basic Consecutive Interpreting (English to Chinese) and

Basic Consecutive Interpreting (Chinese to English) transitioned to an online format from Week 7, and Introduction to Simultaneous Interpretation moved online from Week 6. On the other hand, for second-year students, Advanced Simultaneous Interpreting (English to Chinese) transitioned to an online format from Week 7 and Advanced Simultaneous Interpreting (Chinese to English) moved online from Week 3, with Week 15, the last week of instruction, reserved for a field trip to a conference company for firsthand exposure to professional remote interpreting operations. The training hours for each course were set at three hours per week, resulting in total distance-mode training hours of approximately 84 for year-one trainees and 63 for year-two trainees respectively.

3.3. Technical Tools Adopted for InterpreterTraining in a Distance Mode
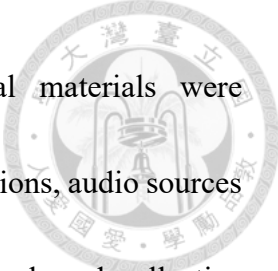
During the semester under examination, technology was an integral part of the training process. To simulate on-site-training interpreting, GPTI instructors employed teleconferencing tools for synchronous interpreter training in a distance mode. Following a period of evaluation and refinement, Cisco Webex emerged as the primary training platform, chosen for its stable connectivity and in light of security concerns associated with Zoom. The teleconferencing solution ensured continuous training during lockdowns. Mirroring face-to-face interaction, it enabled trainers and trainees to engage in discussions about in-class activities.

For consecutive interpreting, the course structure largely resembled its pre-pandemic

counterpart, irrespective of the language direction. Instructional materials were disseminated via email prior to class sessions. During the training sessions, audio sources were played for trainees to interpret, followed by individual feedback and collective discussion. The notable difference was the integration of Webex for course delivery. In contrast, simultaneous interpreting training in a distance mode presented more intricate challenges, particularly in replicating an environment with features of a language lab. The trainers eventually combined the use of GoReact, a video assessment tool, and Webex to emulate language lab conditions and facilitate course proceedings.

GoReact's video feedback feature was pivotal for distance-mode interpreter training. Instructors uploaded audio or video prompts to the "Assignments" section of the designated course ahead of sessions. Trainees then conducted interpreting tasks, with their performances recorded concurrently with the provided prompts, echoing the dual-track recording capabilities offered in language labs. This functionality permitted trainees to later review and reflect on their performances. Self-critique of the performance was often assigned as homework, and occasionally, trainees were asked to upload reflection assignments to NTU CEIBA, a learning management system developed by NTU.

Figure 1 shows students' interface using GoReact after clicking on one completed assignment. As demonstrated in the picture, after a trainee completes the assignment, the video prompt is displayed in the up-left corner, and the trainee's recording is displayed in

the bottom-left corner. The trainer's comments are displayed in the right-hand window according to the time stamps. The trainer can also leave an end note at the end of the comments. While replaying their performance for reflection, the trainee can also leave comments with time stamps in the texting box at the bottom-right corner.
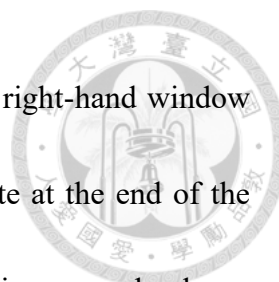
Figure 1

Students' Interface of a Completed GoReact Assignment
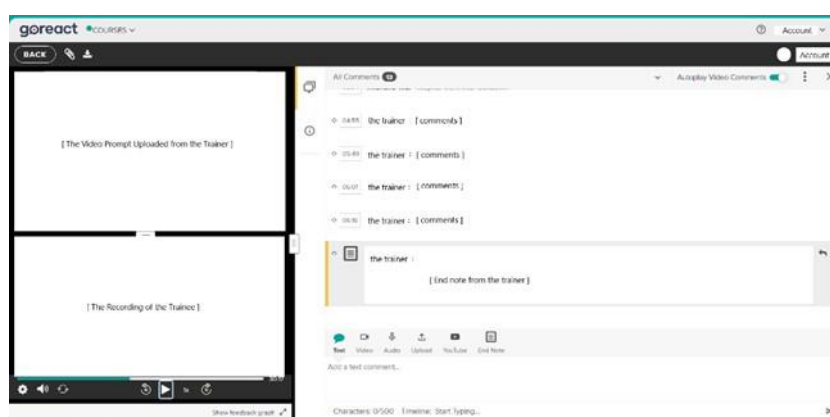
GoReact offers a real-time monitoring feature, enabling interpreting trainers to monitor each trainee's progress individually. This emulates the channel-switching functionality commonly seen in language labs, where trainers alternate between channels to observe each trainee's interpreting performance and provide tailored feedback. With the integration of Webex and GoReact, distance-mode simultaneous interpreting training became feasible. A typical training scenario is as follows: During an Advanced Simultaneous Interpreting (English to Chinese) session, Webex was first used to deliver instructions and ensure the synchronized start of assignments. All trainees then started

32

and finished the task concurrently. While the trainees were interpreting, the trainer attentively listened to each performance. After the task was completed, discussions resumed via Webex. Essentially, GoReact's real-time monitoring functionality facilitated trainers in providing immediate and precise feedback with its timestamp function. Additionally, trainers occasionally uploaded demonstration videos to GoReact as supplementary references for the trainees.

3.4. The Design of Interview Questions

In the process of designing interview questions, the author drew upon insights from previous studies on learning satisfaction in higher education and interpreting programs, as well as personal experiences as one of the participants in distance training in early 2020. Given the scarcity of published studies regarding the experience of interpreter training in a distance mode in 2021, the year the interviews were conducted, and the considerable variability in questionnaires and interview questions related to interpreter training in a distance context, the author chose to review earlier research exploring students' perspectives on learning satisfaction in higher education to devise the interview questions. The hope was that, even though these studies might not be directly related to interpreter training, they would provide valuable guidance for the interviews and foster comprehensive reflection on the training experience as a whole because these studies examined encompassing aspects of course planning and execution.

Several studies (e.g., Chen, 2010; Meng, 2008; Weng, 2005) have explored factors

such as learning content, pedagogical approach, learning environment, learning outcomes,

assessments, and teacher-student interaction when examining students' satisfaction in

higher education. Particularly pertinent to the present research was Chen's (2010) study,

which investigated alumni's satisfaction with graduate-level interpreting courses at the

Graduate Institute of Translation and Interpretation (GITI), National Taiwan Normal

University, given the similar discipline under scrutiny. Chen's (2010) research examined

interpreter trainees' holistic learning experiences in a two-year program at GITI. Although

many of the questions concerned the applicability of course content to future careers, the

design was considered valuable for reference as it identified critical criteria that could

influence students' perceptions of their interpreting learning experiences.

Chen's (2010) interview questions were classified into four categories: learning

environment, teaching content, pedagogical approach, and learning outcome. For the

learning environment, data on students' perceptions of factors such as class size, available

equipment, classroom dynamics, and teacher-student interaction were gathered. In terms

of content, the researcher focused on whether students' learning expectations were met

and whether the content could be adjusted based on teacher-student interactions.

Pedagogical efficacy was assessed based on the effectiveness of feedback in promoting

student improvement and teacher preparedness for classes. Learning outcomes were

evaluated based on improvements in language proficiency, the acquisition of interpreting

techniques, and the broadening of domain knowledge.

3.4.1. Features of the Interview Questions in the Present Study

In the current study, the interview questions were formulated by integrating the

valuable insights and observations from previous research with the author's first-hand

learning experiences at GPTI. The queries for the trainees were ultimately classified into

four primary categories: the training environment, training content and trainers' strategies,

training outcomes, and an overall reflection on the process. A particular focus was placed

on contrasting conventional training methods the trainees experienced before the

pandemic, with distance-mode interpreter training necessitated during the pandemic. The

interviews began with more straightforward, problem-solution oriented questions

concerning the training environment, such as responses to adjust to the unfamiliar

learning environment, and gradually shifted to a more profound reflection on individual

experiences.
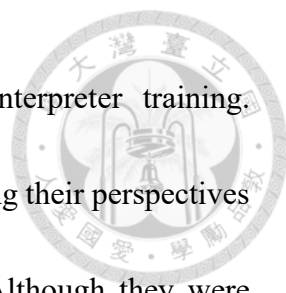
In formulating the interview questions to elicit deep reflection, the author sought to

adhere to several principles. First, the overall design contains various angles to help

interviewees recall their experiences and reflect the complexity of interpreter training.

These various facets include training objectives, trainers' planning and strategies,

scheduling, feedback, and assignments. As the interview questions extended beyond in-

class training to after-class practices, the design presented a holistic view of the training experiences, emphasizing the proactive role of interpreter trainees. The author recognized that the reflection was based on experiences from nearly a year earlier, and therefore, included a broad range of questions, which were believed to serve as a memory prompt when interviewees were asked to compare training experiences before and after the pandemic outbreak.

In addition, the interview questions were designed without rigid parameters for assessing training outcomes to recognize the efforts of the trainers and trainees. Though informed by previous studies on students' satisfaction levels in higher education, the author did not opt for rigid parameters or numerical grades when designing the questions as some of the studies, in hope of capturing a nuanced, qualitative understanding of the trainees' experiences. Considering that numerical grading could potentially underestimate the efforts of trainers and trainees during the unplanned shift to interpreter training in a distance mode, the author initiated the exchanges in this regard by gathering opinions on how the trainees usually evaluated their progress before discussing the influence of distance-mode training on the training outcomes. This was to recognize the autonomy of the trainees and diversity of progress evaluation while avoiding the pitfalls associated with numerical assessments.

In the latter part of the interview, the previous discussions were recapitulated using

open-ended questions that focused on the future outlook of interpreter training. Participants were prompted to reflect on earlier discussions, presenting their perspectives on prospective developments in the field of interpreter training. Although they were initially presented with the dichotomy of distance-mode versus on-site training, they were simultaneously encouraged to challenge these binary choices by discussing their own visions of ideal training scenarios based on their experiences with distance-mode training. Moreover, trainees were also expected to detail the adaptive strategies they found most pivotal to adapt to distance-mode training and their views on anticipated needs for enhancing interpreter training going forward. The overarching goal of these questions was to document the implications of the distance-mode training experiences and leverage them to benefit interpreter training in general as well as distance-mode training.

In summary, the design of the interview questions took into account the intricate nature of interpreter training in a distance mode. With the aim of providing a detailed, multifaceted exploration, it recognized the unique circumstances of the sudden transition to distance training. Overall, the author intends to derive insights that might inform not only distance-mode training endeavors but also conventional on-site interpreter training. The specific interview questions are further detailed in Table 2 below.

Table 2

Interview Questions

Category	Interview Question
Learning Environment	1. What technical issues did you face during interpreter training in a distance mode? How did you address them?
	2. Interpreting trainers frequently stress the significance of positive classroom dynamics in interpreter training. Given that interpreter training in a distance mode eliminates direct interaction among peers, how does this training method affect classroom dynamics?
	3. Did employing digital tools enhance or undermine your physical or mental well-being? How did you manage or alleviate the discomforts, if there are any?
Trainers' Strategies during Interpreter Training in a Distance Mode	1. Please contrast your experiences between in-person and interpreter training in a distance mode. With respect to training objectives, had them changed as interpreter training transitioned to a distance mode? What are your thoughts on these changes?
	2. Please contrast your experiences between in-person and interpreter training in a distance mode. Concerning interpreting techniques, how did the training evolve as it

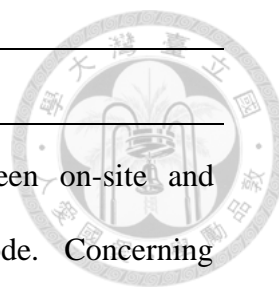| Category	Interview Question
	was transitioned to a distance mode? What are your thoughts on these changes?
	3. Please contrast your experiences between in-person and interpreter training in a distance mode. With respect to material selection, how were the materials adapted for the distance training mode? What are your thoughts on these changes?
	4. Please contrast your experiences between in-person and interpreter training in a distance mode. Concerning the training pace and flow, how did they differ in the distance training setting? What are your thoughts on these differences?
	5. Please contrast your experiences between in-person and interpreter training in a distance mode. With respect to assignments, how did course requirements shift upon transitioning to a distance mode? What are your thoughts on these changes?
	6. Please contrast your experiences between in-person and interpreter training in a distance mode. How were in-class practices adapted with the distance training mode? What are your thoughts on these changes?

| Category	Interview Question
	7. Please contrast your experiences between on-site and interpreter training in a distance mode. Concerning feedback from the teacher, how did the methods, quantity, and quality of feedback differ? What are your thoughts on the changes?
Learning Outcomes	1. How do you typically assess your learning outcomes and progress? How did the shift to distance training mode influence these outcomes?
	2. Please contrast your experiences between in-person and interpreter training in a distance mode. In terms of after-class practice, how did the methods, quality, and quantity change with the distance training mode? What are your thoughts on the changes?
Overall Reflection	1. If interpreter training in a distance mode becomes compulsory, what measures or strategies do you believe teachers should employ to enhance your learning experience?
	2. If interpreter training in a distance mode becomes compulsory, what adjustments would you make to optimize your learning outcomes?
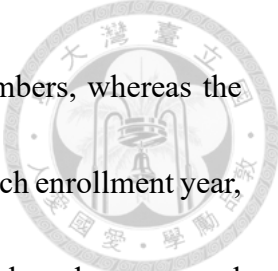
Category	Interview Question
	3. Now that in-person instruction has resumed, have you observed any differences between the pre-pandemic training method and the current one?
	4. Which mode of interpreter training do you prefer: in-person or distance? Could you explain your preference?
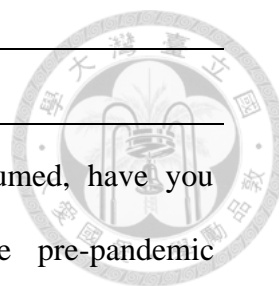
3.5. Interview Procedure

This study employed focus group interviews and individual interviews as the primary research methods. Given the relatively small sample size of students, conducting interviews was deemed more adequate than questionnaires for garnering in-depth insights. This method was believed to be particularly effective in the focus group format, where participants' interactions frequently yielded thought-provoking and rich dialogues. However, focus group interviews have inherent limitations. Participants' responses can be swayed by peers, and some might be hesitant to express their views in a group setting. To mitigate these challenges, participants in this study were offered the choice of individual interviews.

The grouping of students was based on the year of enrollment to further enhance lively discussions of the trainees' collective experiences from the previous year. Consequently, one group consisted of four participants, and the other had three. The group of then-first-

year interpreter trainees during distance-mode training had four members, whereas the group of then-second-year trainees consisted of three individuals. In each enrollment year, one interpreter trainee chose to participate in an individual interview based on personal preference. The Focus Group interview with then-first-year trainees took place on April 12th, 2021, and lasted approximately 100 minutes. On the other hand, the session with then-second-year trainees was held on April 8th, 2021, for about 120 minutes. Two separate individual interviews were conducted on April 14th; one spanned about 95 minutes, and the other lasted around 120 minutes.

In preparation for the interviews, participants were provided with the interview questions two days prior, allowing them to prepare and, if they chose to, bring notes. Additionally, two separate individual interviews were conducted, with one participant from each enrollment year. These individual sessions were a result of participants' personal preferences. Prior to the initiation of the interviews, all participants provided their informed consent. (For the consent form, refer to Appendix I).

While Mandarin was the primary language of discourse for the interviews, participants were made aware that they could opt for English if they found it more conducive to expressing their thoughts. Throughout the focus group interview sessions, the author ensured that each participant had an equitable opportunity to articulate their perspectives. Furthermore, the author's personal experience as a second-year trainee at

the time of the distance training attempt had helped facilitate a more open dialogue, given the familiarity with the interviewees and the subject matter. Following these sessions, the gathered data was processed and analyzed by the author.

3.6. Data Analysis

The analysis procedure employed in the current research aligns with the four-phase qualitative analysis approach proposed by Dörnyei (2007, pp.245-257). This approach encompasses four key steps: transcribing, pre-coding and coding, interpreting the data, and drawing conclusions.

In the transcription phase, Dörnyei (2007) recommends that authors fully transcribe interviews themselves, but also notes that research is a "balancing act between goals and resources" (p. 149). Consequently, tape analysis or partial transcription may be utilized in situations where the specific data does not justify the substantial effort required for full transcription. Tape analysis involves taking notes while listening to recordings, and marking segments that call for more detailed analysis later. An alternative compromise is to partially transcribe significant sections, accompanying these sections with notes highlighting key points across the entire recording and indicating areas that have yet to be transcribed.

The subsequent phase of pre-coding entails the careful reading and re-reading of transcripts, reflecting on the content, and noting authors' thoughts and observations. This

sets the stage for formal and structured coding processes that aim at simplifying the data and emphasizing specific information that can be connected to broader topics or concepts. This process is iterative, with researchers initially reading through the transcripts to obtain a general sense of the data. Relevant data segments are then highlighted and labeled. These labels have to be clear to aid subsequent analysis. Through repetition, low-inference codes evolve into pattern codes. A second-level coding is then applied to uncover more abstract commonalities as researchers cluster labels into broader categories. Researchers are also advised to validate these categories against the original extracts.

The third phase, referred to as growing ideas, consists of writing analytical memos and interview profiles that serve as comprehensive summaries of participants' accounts. During this stage, researchers may employ various visual techniques, such as graphs and charts, to aid in drawing conclusions. The final stage, drawing conclusions, centers on the selection of an overarching theme. As the previous coding process, it is also an iterative process. At this juncture, it is vital to appreciate the intricacy of the data without veering into insignificant details.

In the process of data analysis, the present study largely adheres to the approach suggested by Dörnyei (2007), albeit with the option of partial rather than full transcription. Given the extensive length of the interviews, exceeding seven hours in total, and the natural flow of the conversations that led to occasional divergences in the discussion,

partial transcription was considered more suitable. In addition, though without full transcription, the researcher made side notes and marked specific time points when encountering instances where the discussions veered off course during the transcribing process.

An addition to the Dörnyei (2007) approach in this study is the step where the abstracts of interviews were sent to the interviewees for verification. In line with Dörnyei's suggestion of making an outline of the full recording, the author further utilized these outlines to organize the data collected and craft the abstracts. These abstracts were swiftly sent to the interviewees within a few days following the interviews, ensuring the accuracy of the author's render of what the interviewees conveyed.

The decision to forgo sending partial transcriptions to the interviewees arose from multiple considerations. Primarily, providing interview abstracts enabled the interviewees to efficiently review the extensive content of the interviews, which is a significant consideration given that each interview in this study spanned more than an hour. Additionally, the logistics of coordinating a common time for all participants in the focus group interviews, coupled with the uncertainties introduced by the ongoing pandemic, left the author with limited time to process the data. As crucial as it was to allow the interviewees to verify the accuracy of the author's interpretation of their statements while the information was still fresh in their memories, four interviews were carried out within

45

a single week. Therefore, the author believed that sending abstracts, rather than partial

transcriptions, was a more viable option since it helped verify the author's understanding

of the interviewees as an interviewer and served as a timelier solution.
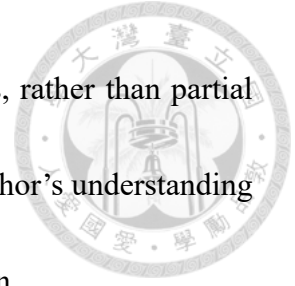
Chapter 4   Results and Discussion

Chapter four presents the results and discussion of the interviews and provides a detailed account of the trainees' experiences with interpreter training in a distance mode, and it was categorized into four sections: benefits, limitations, coping strategies of interpreter training in a distance mode, and future prospects of interpreter training after the distance training experience. As interviews were conducted predominantly in Mandarin, the responses from the interviewees were translated by the author, aspiring to preserve the most authentic messages. The interviewees were coded alphabetically. When presenting the results, each interviewee are labeled individually. However, with three to four people in focus groups, there were times when interviewees jumped in to show resonation and helped each other finish the sentences. Hence, in occasions where the statements reflected agreement nonverbally or verbally among the group, the author quotes the interviewees as a group.

4.1. Benefits of Interpreter Training in a Distance Mode

Regarding the benefits of interpreter training in a distance mode, the trainees highlighted three key points: improved training effectiveness, increased frequency of practice sessions outside of class, and reduced stress during class.

4.1.1. Improved Training Effectiveness

First and foremost, the trainees highly valued GoReact for its convenience in

replaying dual-track recordings, facilitating comprehensive and meticulous performance critique both during and after class. With GoReact, trainers were able to monitor, record, and provide real-time comments on simultaneous interpreting performances in class. They also uploaded demonstration videos to the platform, allowing trainees to observe how the trainers applied interpreting strategies and gain a concrete understanding of the techniques. Furthermore, trainees were assigned tasks for completion after class, such as interpreting practices and self-critique. Overall, trainees expressed satisfaction with the integration of GoReact into their training, emphasizing how they utilized this tool to enhance their learning, particularly in addressing language-related issues. Interviewees from Focus Group 1, then-second-year interpreter trainees who had accumulated both on-site and online training experiences and exhibited regular practicing habits, commented:

I think GoReact enhanced training especially with interpreting techniques. Before training in a distance mode, we didn't know there was such a tool to use. At the time, practicing simultaneous interpreting by oneself was so much hassle, taking multiple devices. One had to at least have one device playing the audio and another recording the interpretation. To listen to one's own interpretation, I had to sync the videos or audio in the source language and my interpretation, which was so much trouble that I sometimes just practiced without listening to my interpretations. With GoReact, I listened to my recordings more often and examined my interpretations in-depth, such

as certain grammar errors. I would identify the errors and see the frequently-made mistakes, such as tenses and plural endings. (Interviewee B)

The teacher asked us to critique our interpretations with the recordings of in-class performances on GoReact. I listened sentence by sentence, which was extremely helpful. I carefully examined my performances, pushing myself to watch and listen to my interpretations and identifying how to improve. (Interviewee C)

I could click on the comments from the teacher, and GoReact's timestamp function would replay the recordings from the corresponding time points. I would know precisely where the problem showed. (Interviewee A)

Interestingly, Interviewee D, then-second-year interpreter trainee who demonstrated strong awareness for her learning, shared how she was able to see her improvements with GoReact as the tool could not only allow her to examine the interpreting performances in detail but do so from an audience's perspective:

Listening through my performances, I sometimes found that I did a better job than I had expected. While interpreting, one was constantly aware of what they missed because one could only interpret to the extent of their comprehension at most or less than they had understood. That could make us feel insecure even when we were probably good enough from a third-person perspective. (Interviewee D)

She cited one of the trainers, "It's important to examine your own performances. If

you don't see the progress you've made, then that's because you don't look closely

enough."

4.1.2. Increased Frequency of Practice Sessions outside of Class

During distance mode training, the trainees experienced the benefit of increased

practice frequency as they became familiar with the technology tools utilized in class.

They extended the usage of tools such as GoReact and videoconferencing platforms (e.g.,

Google Meet) to regular practice after class. These tools facilitated collaboration among

the trainees, enabling them to practice together despite having busy schedules and leading

to more frequent practice sessions. During these sessions, the trainees took turns hosting,

playing videos, sharing screens, and pausing for interpretation when necessary. This

practice arrangement persisted even when on-site training resumed in subsequent

semesters. Notably, trainees from Focus Group 2, who were motivated in training and had

developed practicing habits with peers early on in training, emphasized the establishment

of a consistent online practice routine unaffected by vacations, further augmenting their

practice frequency:

Before [we were introduced to the tools], it was quite troublesome to come to school

to practice. While we can meet in person these days, we still consider practice

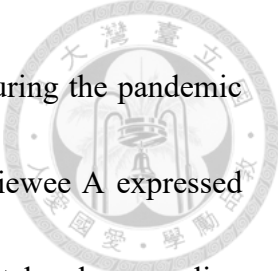remotely to be an option. (Focus Group 2)

4.1.3. Reduced Stress in Class

Additionally, most trainees, regardless of the enrollment year, perceived distance-mode interpreter training as less stressful than on-site training. According to the trainees, they felt less pressure from attending to the personal image, as one interviewee from Focus Group 2 shared, "I only had to worry about how I appeared on the screen but not an overall presentation." Moreover, distance-mode training reduced the stress when being put on the spot in class, as trainees were less aware of the audience while interpreting. Interviewee C, one of the then-second-year trainees who had experienced on-site and online simultaneous interpreting training from one same instructor, reflected:

I felt less stressed when interpreting in class. I felt the teacher was far away from me, especially when she was not talking to me. I almost felt as if I had been auditing the class at some point. This is why I felt less stressed. (Interviewee C)

Interviewee B, Interviewee C's classmate, echoed such sentiment:
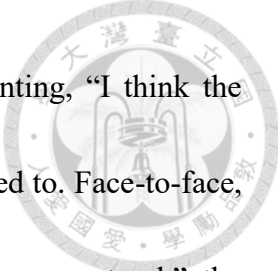
I felt taking classes in a distance mode was less stressful, however subtle. …For on-site classes, you are easily put on the spot, probably interpreting some problematic segments you didn't do well the first time as the teacher replayed the audio. Then you felt the pressure from the audience. Probably due to sound quality concerns, the teacher seldom did this during distance-mode training. This was also why I felt less stressed at the time. (Interviewee B)

51

The fact that interpreter training in a distance mode occurred during the pandemic was another reason the students experienced reduced stress. Interviewee A expressed feeling comforted by taking classes remotely, stating, "Being able to take classes online was a huge relief to me. I felt less confined to my home, which was positive and gave me hope in life." Interviewee B wholeheartedly agreed, saying, "I felt like we were a close-knit community in class, being able to see many faces up close during the pandemic. I felt comforted taking the classes, especially knowing what was happening out there." A similar sentiment was shared across focus groups. Interviewee H from Focus Group 2, for example, highlighted the relief of not having to go out during the pandemic.

In addition, less time spent on commuting was consistently highlighted as a significant benefit of training in a distance mode. Interviewee H from Focus Group 2 also expressed feeling less stressed when she could utilize her time more efficiently, and training in a distance mode provided her with that opportunity. Interviewee F from the same year shared how distance training enabled her to visit her family and pets during the semester, which would have been impossible due to the demanding nature of the program's schedule.

Even though most interviewees considered classes in distance mode less stressful, it is worth noting that Interviewee I reported feeling "drained and exhausted" after classes in a distance mode, attributing these feelings to "a plethora of information compressed

and transmitted through headsets and screens." Still, while commenting, "I think the interaction through teleconferencing tools is not something we are used to. Face-to-face, we use the whole body to receive information, which to me, is more natural," the interviewee found the overall distance-mode training experience to be more relaxing, citing the advantages of less time spent on commuting and a more unrestricted learning environment. "Fidgeting helped me concentrate, but I had to refrain from doing that in class so that I wouldn't bother others," the interviewee explained.

4.1.4 Adaption to Job Market Demands

Furthermore, interpreter trainees also perceived interpreter training in a distance mode conducive in preparing them for remote interpreting assignments in the market. As one of the goals of interpreter training is to equip trainees with the skills required in the market, training in a distance mode effectively complements on-site training, familiarizing trainees with online environment, particularly in light of the increased prominence of remote interpreting since the onset of the pandemic. Interviewee D, who was closely watching the job market shared her observations. As a second-year interpreting trainee nearing the end of the advised two-year training at the time, the interviewee commented on another benefit of interpreter training in a distance mode:

I think interpreter training in a distance mode and on-site interpreter training are inherently different and are able to focus on different aspects of training. I don't think
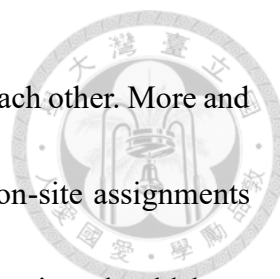
one is going to replace the other; instead, they can complement each other. More and more jobs are done remotely, so are conferences; meanwhile, on-site assignments continue. Of course, we can still discuss whether higher education should be a 'vocational training center,' but as long as the industry goes both ways, then interpreter training can't be solely in one mode. (Interviewee D)

Similarly, Interviewee I, who was a then-first-year trainee, quoted one teacher and commented:

The goal of the training is to reduce the uncertainties at work. Therefore, if the training doesn't reflect real-life interpreting assignments, then there will be so much more uncertainties to us. And that really would make me anxious.

(Interviewee I)

Overall, the present study echoes previous studies in several aspects regarding the benefits of interpreting in a distance mode. When considering benefits, the standout aspect of distance-mode interpreter training is the use of technology, which brings myriad opportunities for the field of interpreter training.

The first key advantage that technology brings to the table is its capacity to facilitate detailed feedback from trainers. An excellent example is the use of GoReact, a tool not specifically designed for interpreter training but considered effective by previous studies (Ahrens, 2021) and the current study. It allowed trainers to monitor individual's progress

on an interpreting task in real-time and give precise feedback to trainees.

In addition, technology also provided trainees with enhanced autonomy in their learning. Learner autonomy, as explained by Little (1991), is learners' capacity to reflect critically and make decisions independently in regard to the process and content of their learning. Such ability has been particularly fostered during distance-mode training, which was evidenced in the current and previous studies. To begin with, as GoReact streamlined the self-critique process and aided in addressing language issues, technology was proven to facilitate deliberate practice and reflection. Additionally, training with video-conferencing tools also permitted more freedom to trainees in pacing their learning. Given undermined interaction in class, interpreter trainees made optimal use of their time when their microphones were off. While not participating in discussions in class, they were still involved in training, preparing for subsequent interpreting exercises, or reviewing the techniques imparted by the trainers.

Moreover, the findings indicate that interpreter training in a distance mode exhibit the potential for allowing interpreter trainees to adapt to the interpreting market, which increasingly embraces remote interpreting after the COVID-19 pandemic. As trainees of the EMCI program (2021), interpreter trainees in the present study also believed that with the assistance of experienced trainers and their guidance to help them navigate online settings, distance-mode training prepares them for the potential uncertainties in real-life

remote interpreting assignments.

4.2. Limitations of Interpreter Training in a Distance Mode

Other than the aforementioned advantages of interpreter training in a distance mode, trainees participating in the program encountered various challenges. These limitations observed by the interviewees encompassed general constraints commonly associated with distance learning experiences and those that shed light on the distinctiveness of interpreter training. According to the trainees, the general limitations observed in this training mode include difficulty finding a suitable learning environment, difficulty accessing adequate equipment, and reduced engagement during class sessions. Additionally, the trainees highlighted specific limitations pertaining to interpreter training. Regarding consecutive interpreting training, limitations include the lack of training in note-taking techniques and stage presence; on the other hand, limitations of simultaneous interpreting training manifest with the absence of training cooperation with boothmates and the required stamina.

4.2.1. Difficulty Finding a Suitable Learning Environment

One major hurdle the trainees faced was finding a suitable space in which to attend classes, which was particularly true to those who had to share living arrangements with roommates or family members. The trainees expressed while taking classes, they were concerned about disrupting others in the same vicinity. Interviewee B living in the school

dormitory at the time, commenting:

As I lived in the dormitory on campus last year, the first concern that popped into

my mind was how I could take classes on line while not disturbing her [roommate].
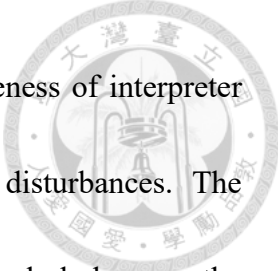
Practicing interpreting also required a rather quiet environment, which was

something that I didn't have. There wasn't any ideal space on campus either. I

thought of the discussion rooms in the library but I couldn't borrow any of them

because it took three people to make reservation. (Interviewee B)

Interviewee A, though taking classes from home, encountered similar situation:

I had to use the room in my younger brother's room. The classes were in the early

morning, though; which meant that if I wanted to warm myself up before the class,

I had to wake my brother up. It took a lot of communication between family

members when all of us sharing a space. It wasn't that easy. (Interviewee A)

Interviewees from Focus Group 2 also recalled instances where the environment fell

less than ideal. Interviewee G recalled:

When there was one classmate whose neighbors were furnishing their houses, all of

us would hear the noises from the construction site. There were times when my

neighbor was furnishing their houses, and her [the other interviewee] neighbor was

also furnishing their houses. There was nothing we could do about it.

(Interviewee G)

57

Interviewees from both years further highlighted the distinctiveness of interpreter training, emphasizing the necessity of an environment without disturbances. The interactive nature of interpreter training called for such a setting particularly because the entire class would be impacted whenever an individual's microphone was unmuted and transmitted unwanted noises. Interviewee B from year two analyzed:

Interpreter training requires a very specific environment. One was easily disturbed while taking online classes. The classroom [where trainees used to take classes during on-site training] seemed to be one of the few, yet inaccessible option at that moment. Another problem was, even though the classes were moved online, my part-time job on campus was not. That put me in a difficult situation because I had to take classes at home and hurried to school after class in a rush. After all, I didn't think there were no other ideals places out there than my room. (Interviewee B)

The distinct nature of interpreter training was also recognized by then-year-one interpreter trainees despite being relatively new to interpreter training. Interviewee H, for instance, shared her concerns during distance-mode training:

Even though I closed the door of my room, I could still sometimes hear other family members talking. Actually, instead of them bothering me, I was actually more concerned of my classmates on the other end in the virtual classroom would be distracted. (Interviewee H)
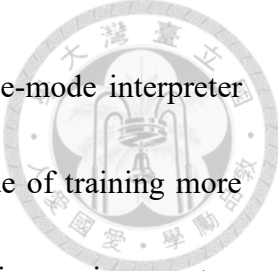
4.2.2. Difficulty Accessing Adequate Equipment

Moreover, issues related to equipment further complicated the training experience. The trainees scrambled to purchase adequate headsets and web camera while the problem of connectivity persisted despite attempts to resolve it. Whether relying on wired internet connections or Wi-Fi, the trainees experienced unstable connections, which understandably disrupted their learning process. Additionally, despite their efforts to prepare multiple devices as backups, trainees remained uncertain about technology and encountered persistent technical difficulties. Addressing these issues during class consumed valuable time in class. Furthermore, one trainee raised concerns about the high cost associated with acquiring higher-quality devices. Low sound quality, as expressed by many trainees, coupled with a long-time wearing headset, led to more difficult in-class experiences.

Interviewee B living on campus highlighted the uniquely difficult situation under the pandemic:

What concerned me the most was: you found that you had to purchase almost everything, but also didn't know whether you would continue to use these devices or not. After all, no one knew when the pandemic would end. Also, I looked for web camera online, and once almost every option was out of stock because everyone tried to get one for work or study under COVID. (Interviewee B)

Interviewee C further commented on the challenges of distance-mode interpreter training, noting that the need for specific equipment made this mode of training more demanding and more susceptible to disruptions in setting up the learning environment:

I didn't expect the need for a higher-quality headset before the teacher told us how important it was to get one. I tried to use my iPhone EarPods, but everyone else but me was hearing the noises. Then I tried another headset, but it was not compatible to GoReact at some points. (Interviewee C)

Though taking classes from home, where more resources were accessible compared to dormitory, interviewees from both groups still recalled their struggles with technical problems. Interviewee A and Interviewee G talked about their frustration dealing with unstable internet connection:

I tried to join the class with multiple devices; still, sometimes the videos just didn't play smoothly. There was nothing the teacher and I could do about it. The Internet was like an untimed bomb. (Interviewee A)

I felt the time we had in class reduced because a lot of time was devoted to dealing with technical problems. Even on a good day, there were problems. When someone lost connection, we had to spend time on either addressing the problem or waiting. (Interviewee H)

4.2.3. Reduced Engagement during Class Sessions

Many interviewees expressed a feeling of alienation, which they attributed to the heightened technical obstacles they faced during classes in distance-mode. To avoid disruptive background noises, as the class proceeded, the majority of trainees, except for the one directly addressed by the trainer, kept their microphones muted. However, this meant that in order to participate in discussions, individuals had to unmute themselves first. Several interviewees considered this to be an additional effort and raised concerns about appearing abrupt when they attempted to pitch in. As a result, the level of interaction among classmates noticeably declined, with numerous trainees admitting their reluctance to contribute during online training sessions.

In Focus Group 2 interview, for instance, Interviewee H noted that the teacher's invitation for the class consisting of five students to share their thoughts on a peer's performance seemed to take longer than usual in the distance learning context. This observation was echoed and vividly depicted:

All of us could more easily reach a consensus of when the teacher could move on during on-site training, so the turn-taking sharing opinions was so much more effective and natural. While the teacher tried to make sure everyone had the chance to say something, we had to even keep an eye on the microphone icons on the screen to see if someone was about to say something. Still, we ended up interrupting others

sometimes. (Focus Group 2)

Meanwhile, Interviewee I, also a first-year trainee at the time, reported that in distance-mode training, distance-mode training posed more significant hurdles in regard to engagement, along with interaction:

I felt that I had to consciously reminded myself to stay focused. I wanted to focus and I knew I had to learn from teachers' comments for others as well, but I experienced a sense of alienation that required me to purposefully stay engaged. (Interviewee I)

A similar situation was observed among then-year-two trainees. Even with over a year of training together and becoming well-acquainted, interviewees still noticed a change in the group dynamics. It was observed that most of the classmates had become more reserved in discussions, allowing outspoken peers dominate the discussions more. In fact, individuals found it challenging to identify the right moment to participate and engage in discussions and conversations. Such inner struggles were widely identified among the trainees. As Interviewee B said:

I felt more like a bystander. The teacher would invite classmates to pitch in while she gave one student feedback. When we took classes on-site, it was natural to join the discussion. However, taking classes online, the teacher had to specifically say, "Now I open the floor…" and ask others to share their thoughts. Then, one had to
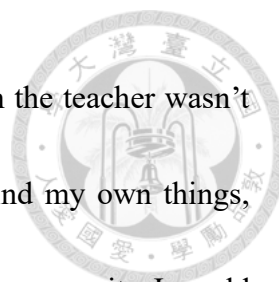
very "consciously" unmute themselves to talk. Therefore, when the teacher wasn't

talking to me, I would zone out a bit. Sometimes, I would mind my own things,

probably previewing the upcoming speech. I felt when taking classes on-site, I would

be more engaged in class. (Interviewee B)

Interviewee A explained similar perception:

I felt more alienated from my classmates when taking classes online because the

interaction wasn't as natural as it once was. Sometimes I felt like I was taking a one-

on-one tutoring class. (Interviewee A)

Interviewee C agreed:

I want to second what [the other classmate] said. Even when I felt like to pitch in, I

sometimes ended up not doing so because it was too much trouble to join the

discussions and I was worried that I might cause others trouble for the bad timing.

(Interviewee C)

What's also important to note was the high value the trainees placed on in-class

interaction during their training while admitting the disruptions of interaction by distance-

mode training as Interviewee A reflected:

When taking classes on-site, I found what one teacher said was so true: the

interaction with classmates, whether it was a random comment, piece of knowledge,

or even a hint while one is interpreting, means a lot. Those little things help you

grow. Regardless, when everyone was online, everyone remained muted most of the

time. One had to really push themselves to endure all the inconvenience and pitch
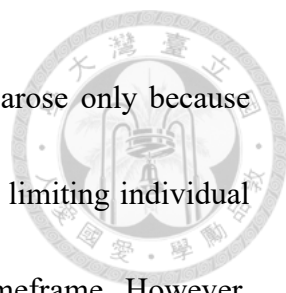
in. (Interviewee A)

As Interviewee A's classmate taking classes together, Interviewee B supplemented:

I felt interaction was more lacking with distance-mode interpreter training. It almost

felt like I was practicing by myself even when I was in class. I seemed to practice

more about languages but not communication. (Interviewee C)

When discussing non-discipline specific disadvantages of distance learning, the

findings of the present study align with previous studies with further elaboration of these

issues. Both the present research and EMCI (2021) have found that persistent technical

problems, such as unstable connections and subpar image and sound quality, remain

primary challenges to implementing distance learning in interpretation training.

Furthermore, the current study also draws attention to the issue of digital divide. As

defined by Van Dijk (2006), the digital divide refers to "the gap between those who do

and those who do not have access to new forms of information technology (p. 222)." The

current study highlighted how the unique aspects of interpreter training, compounded by

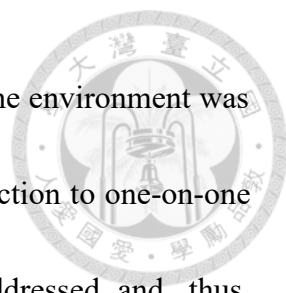the challenging circumstances of the pandemic, may have exacerbated the problem.

In the present study, trainees reported difficulties in acquiring the necessary

equipment and setting up an appropriate learning environment during the initial shift to

64

online learning in early 2020. One may argue that these problems arose only because Taiwan enacted an unprecedented lockdown at that time, drastically limiting individual mobility and the broad acquisition of resources within a short timeframe. However, undeniably, interpreter training, unlike lecture-heavy disciplines, places a strong emphasis on interaction and hands-on practices, which demands a higher standard when creating an ideal learning environment and can make access to adequate equipment more difficult.

In fact, Ahrens (2021) also touched on the issue, noting that although the digital divide was not a widespread issue among trainees, there were instances where students struggled. For example, one student had difficulty accessing a stable internet connection to participate in the class, and another lacked access to a home printer. From these instances, it is worth noting that even though the digital divide may not impact a large number of trainees, it remains a critical consideration when contemplating the adoption of distance-mode training or simply integrating technology into curriculum planning.

Moreover, in accordance with previous studies that have identified a decrease in interaction frequency and quality (Ahrens, 2021; EMCI, 2021; Ko, 2008; Seresi, 2021), the trainees in the current study provided a more in-depth look at these barriers in interaction within the online environment. Online etiquette to create a disruption-free environment may act as a hurdle to active participation in discussions. As reported by the
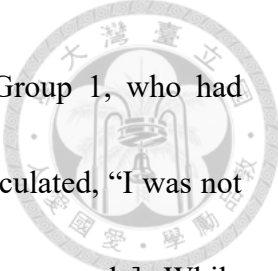
interviewees in the current study, the use of microphones in the online environment was less intuitive when exchanging ideas, which confined in-class interaction to one-on-one exchanges between the trainer and the specific trainee being addressed and, thus, noticeably discouraged wider participation in discussions.

4.2.4. Limitations in Interpreter Training

In addition to challenges applicable to distance learning in general, interpreter training in a distance mode also entails constraints that are distinctive to interpreter training. The subsequent sections present the interviewees' reflections on the challenges specific to consecutive interpreting, followed by those pertaining to simultaneous interpreting. Notably, trainees were aware of the potential variance in teaching approaches among different instructors; consequently, they focused more on assessing the impact of similar training methods during on-site and distance-mode training, irrespective of the styles of different trainers.

4.2.4.1. Constraints in Consecutive Interpreter Training: Lack of Training Note-taking Techniques and Stage Presence

Beginning with consecutive interpreter training, interviewees identified two primary challenges in this regard: note-taking techniques and stage presence. The absence of face-to-face interactions during distance-mode training relieved trainees of the need to be mindful of eye contact or voice projection. They did not have to interpret with notebooks
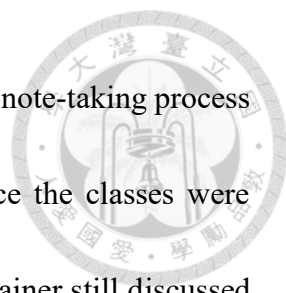
66

in their hands while standing, either. Interviewee B from Focus Group 1, who had accumulated three semesters of consecutive interpreting training, articulated, "I was not that concerned with my stage presence [during training in a distance mode]. While interpreting on-site in class, I was more aware of the audience and felt more nervous." Interviewee A, her classmate, echoed this sentiment:

> With distance-mode learning, I practiced less with the stage presence. My struggles with stage presence did not really show during distance-mode training because I did not have to face a lot of people in person. Still, I would say, if we were to undergo distance-mode training again, I would hope for more practices that could polish my stage presence. (Interviewee A)

Furthermore, several interviewees highlighted the advantages of on-site training in addressing problems with note-taking techniques. Interviewees from both focus groups recalled instances when the teacher would visually display their own notes taken through a projector or whiteboard during in-person classes, emphasizing the helpfulness of this practice. Trainees from Focus Group 2, entering their second semester of consecutive interpreting training at the time, reflected that upon returning to on-site training, they were inspired by the teacher's note-taking demonstrations, exclaiming, "Oh, I didn't know one could actually take notes in this way!" Interviewee J recalled the initial plan of using smart pens to teach note-taking techniques at the beginning of the semester. They
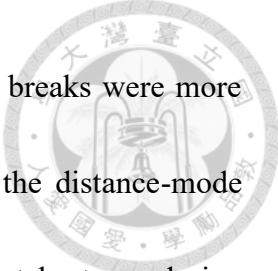
67

mentioned that there were assignments requiring them to record their note-taking process with smart pens for subsequent discussions in class. However, once the classes were transitioned online, such practices were discontinued, although the trainer still discussed notes-taking techniques with them. Interviewee G from the same year explained:

> With on-site training, the teacher could check our notes conveniently and pinpoint the problems more specifically. I believe this is so much more difficult to do remotely. To my knowledge, there is probably no software at this point dedicated to address such a need. There was one time when there were certain issues with my interpretation. The teacher couldn't see my notes so she could only suspect the issues might have stemmed from my note-taking techniques. (Interviewee G)

4.2.4.2. Constraints in Simultaneous Interpreter Training: Absence of Training with Booth Mates and Training to Develop Stamina

On simultaneous interpreting, the interviewees identified two primary constraints: the absence of training in cooperating with booth mates and the stamina required for prolonged interpreting sessions. The presence of booth mates held significant importance for the trainees, as it facilitated practices in cooperating and turn-taking, while also providing valuable learning opportunities through peer interaction. The advantages of working alongside a booth mate were consistently emphasized by the interviewees. On the other hand, the trainees noted that the trainers paid closer attention to the duration of
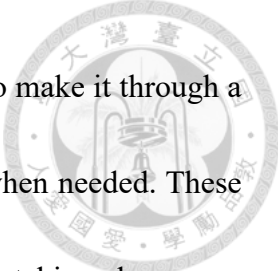
68

each session and purposefully arranged breaks. They believed these breaks were more

frequent not only because of the purpose of mitigating fatigue in the distance-mode

training environment but also because they had not known how to take turns during

remote simultaneous interpreting. As a result of more frequent breaks and shorter length

of each interpreting task, they were not trained to develop the required stamina for regular

interpreting assignments. Interviewee A, who were year two trainees with a year of

simultaneous interpreting training experiences at the time, reflected on the differences

between on-site and distance-mode simultaneous interpreting training:

> We didn't have booth mates to listen to. That to me, was a pity because a booth mate
>
> helped me get into the thick of things. Especially when I was the latter one to
>
> interpret, I could listen to their interpretation and familiarize myself with the content
>
> and some terms. Interpreting remotely by myself gave me a sense of isolation.
>
> (Interviewee A)

Interviewee B had similar perception:

> I felt less exhausted in distance-mode classes [than in on-site training] because the
>
> teacher only asked us to interpret for 15 to 20 minutes at one time. After all, we
>
> hadn't figured out how to take turns during distance-mode training at that point.
>
> However, we used to [during on-site training pre-pandemic] interpret for 30 minutes
>
> or an hour straight with booth mates to practice cooperating and train stamina. When

working with a boothmate, we tried to figure out together how to make it through a

two-hour conference and how to properly help each other out when needed. These

could only be achieved in in-person training despite also making taking classes on-

site more tiring. (Interviewee B)

4.3. Coping Strategies of Interpreter Training in a Distance Mode
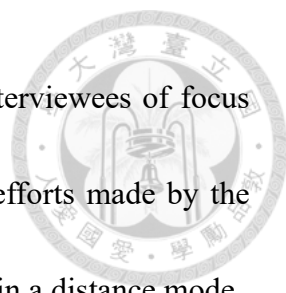
4.3.1. General Responses to the Limitations

In response to the limitations of interpreter training in a distance mode, several

strategies were employed by both trainers and trainees. Overall, while the challenges

persisted to some extent, concerted efforts contributed to a more positive training

experience.

Interviewees shared their experiences of employing various strategies to adapt to

training in a distance mode, such as using blue-cut lenses and investing in headsets with

improved sound quality to minimize strain on the ears, as advised by the trainers. They

would also practice eye exercises and take breaks from the screens to alleviate eye fatigue.

Additionally, trainees sought support and connection through online chat groups, where

they discussed preparation materials and vented about stress.

4.3.2. Benefits of Clear Instruction and Empathetic Support from the Trainers

Besides the array of strategies adopted to adjust to distance-mode training, it is

noteworthy that the interviewees emphasized the positive impact of clear instruction on

the tools applied and empathetic support from the trainers. Both interviewees of focus groups and individual interviews expressed positivity towards the efforts made by the trainers in facilitating this transition from on-site training to training in a distance mode.

The interviewees provided specific examples of the actions taken by the trainers during distance-mode training. One teacher spent time in the last on-site class before distance-mode training on introducing how distance training would go and how to set up for classes. Another teacher, during distance-mode training, implemented various warm-up activities, such as stretching and vocal workouts to help them ease into classes in a distance mode.

Interviewee A from Focus Group 1 shared:

I really appreciate how the teacher was able to instruct us on using all the tools with extreme clarity. I had no idea how she managed to do that because I could only imagine how difficult it could be. I understood the instruction and followed the guidance. The teacher also prepped us mentally for the uncertainties with the tools, whether it was with the headsets or the web camera. She also monitored the time well, keeping us from exhaustion." Agreeing, Interviewee C expressed, "I felt the transition with technology was not as much trouble to us as to the teachers.

A similar sentiment was identified from Focus Group 2, too. They considered the teachers had done all the 'homework' for them as the teachers had to figure out how to

71

teach with Webex or GoReact, even arranging a trip to a language service company to show the trainees how remote interpreting could be done." Interviewee I expressed gratitude toward the teachers in a heartfelt manner particularly for the teachers' compassion for the dilemma trainees had encountered during distance-mode training:

> During distance-mode training, I was constantly worried about "not doing enough." I knew I no longer had to spend that much time commuting, so supposedly, I was granted extra time to train more. However, training in a distance mode was so exhausting that I couldn't do much after class at times, which made me feel anxious and guilty. The fact that the teachers did something because of the transition on-line was comforting because I felt my worries and concerns were heard and addressed. The instruction on transition and warm-up activities before class did make a difference and was also helpful. (Interviewee I)

Prior studies identified multiple stressors inherent to distance-mode training, such as the challenges of handling multiple devices, fatigue, unpredictable technological glitches, and social isolation (Ahrens, 2021; EMCI, 2021; Ko, 2008; Seresi, 2021). Interestingly, these stressors were largely absent in the present research. The difference might be attributed to a combination of factors, including both the trainers' and trainees' strategies to manage these challenges and some unique characteristics of GPTI.
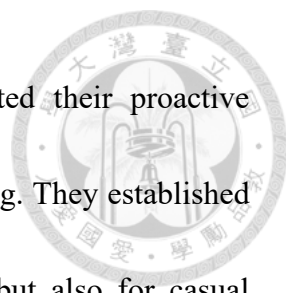
Firstly, while multitasking across different devices was a significant stress point in

earlier studies, GPTI's trainees, guided by explicit instructions on technology use, largely

sidestepped this issue. Similarly, fatigue—a common concern in studies by Ahrens (2021),

Ko (2008), and EMCI (2021)—was not a dominant issue for trainees in the present study.

In light of Ko's (2008) assertion that proper guidance from trainers helps prevent fatigue,

the present study emphasizes again the importance of trainers' clear instruction.

Furthermore, the role of educators' compassion, as defined by Xue (2023)—the

capacity to recognize and address student needs—cannot be overlooked. Well

demonstrated in acknowledging the uncertainties, variables, and physiological impacts of

distance-mode training, the trainers' compassion is believed to be conducive to creating

a supportive and nurturing language learning environment (Xue, 2023). Therefore, it is

conceivable that the unpredictability of the tools utilized for distance-mode training

appeared less daunting to trainees.

Another factor likely mitigating the stressors of distance-mode interpreter training

is GPTI's smaller class size. Dubey and Pandey (2020) have suggested that a favorable

faculty-to-student ratio is crucial for successful distance education. This sentiment is

echoed by Ahrens (2021), who opined that training larger groups can pose heightened

challenges in distance-mode interpreting. During the period when the interviewees were

enrolled, the interpreting program admitted fewer than ten students each year. Such a

small group size likely fostered more frequent interactions both within and outside of

formal class sessions. Corroborating this, GPTI trainees recounted their proactive approaches to maintaining connections during distance-mode training. They established online chat groups not just for immediate academic discussions but also for casual interactions. It is believed that such a close-knit community has helped combat the feelings of isolation that can be exacerbated in distance-mode training, especially during the pandemic.

To sum up briefly, GPTI's relative success in avoiding commonly-identified stressors in previous studies appears to hinge on several factors: trainers' explicit instructions and empathetic support as well as its smaller class size. Collectively, challenges typically associated with distance-mode training were mitigated, leading to an overall less stressful training experience.

4.4. Implications of Interpreter Training in a Distance Mode

4.4.1. A Hybrid Mode of Training

Lastly, the interviewees discussed the potential of interpreter training in a distance mode. When given the option to choose between distance-mode training and on-site training, the interviewees did not view exclusive on-site training, as it was previously the norm before the pandemic, or a fully distance mode of interpreter training during the pandemic, as the most desirable scenarios. Instead, a significant majority of the interviewees expressed a preference for a hybrid model of interpreter training, which

combines aspects of both interpreter training in a distance mode and on-site interpreter training. Overall, the consensus was that interpreter training in a distance mode offers comparative advantages in terms of convenience and addressing language-related issues. On the other hand, on-site training excels in training note-taking, stage presence, collaboration with booth mates, and developing stamina

The interviewees from Focus Group 1 put forth a suggestion for the training of both consecutive interpreting and simultaneous interpreting. They proposed a two-step approach, starting with online classes followed by on-site practices. This sequential structure would enable trainees to concentrate on refining their interpreting techniques and language skills first during the online phase. Subsequently, the on-site training would replicate a real-life working environment, emphasizing the importance of stage presence for consecutive interpreting, as well as fostering collaboration with booth mates and building stamina required for simultaneous interpreting. The group explained:

> Perhaps for one topic, there can be both online sessions and on-site sessions. We can polish our language and techniques online with GoReact or Webex before moving on-site to practice the skills required by on-site interpreting assignments, whether it is note-taking or stage presence with consecutive interpreting or cooperation and stamina for simultaneous interpreting. The teacher doesn't necessarily have to be there for online sessions because we have learned how to operate the tools. (Focus

Group 1)

Interviewee A further elaborated on the group's discussion:

Take consecutive interpreting for an example. While interpreting on the spot, sometimes I just don't have the leeway to take care of my stage presence because interpreting task itself is demanding enough. It would be nice if I can deal with what's on the language level with tools online first before training on-site for stage presence. (Interviewee A)

In reviewing the results of the current research, combined with insights from previous studies, several recommendations emerge for on-site interpreter training. First, when employed effectively, technology can effectively benefit interpreter training. Trainers are encouraged to harness tools like GoReact, which allow targeted feedback on interpreting performance. Likewise, trainees should capitalize on videoconferencing platforms to facilitate frequent group self-practice sessions.

Secondly, in light of the dramatic impact that the COVID-19 pandemic has had on the interpreting industry, interpreter training should reflect market needs and devise courses tailored to the emerging trend of remote interpreting. While trainees in the present study and EMCI (2021) both believed distance-mode training would bridge them with the trend of remote interpreting, the current study also reveals that mere reliance on distance-mode training does not fully meet the nuanced demands of remote interpreting. There are

even inherent contradictions.

For example, while trainers in the current study rightly focused on reducing fatigue by more frequent breaks between class sessions—especially important given the sudden pivot to distance-mode training—it is essential to acknowledge that remote interpreting may demand endurance in online settings and that trainees may need to learn to cope with consequent risks of fatigue. Moreover, remote interpreting, with its nuances, should be recognized in its own right. For instance, to professionally interpret remotely, trainees may need instruction on how to maintain a professional presence on camera and effectively collaborate with partners while not being present physically in a booth together.

Acquiring these competencies understandably goes beyond the scope of distance-mode training, especially if limited time and resources are available. Therefore, while distance-mode training helps familiarize interpreter trainees with the online settings, it is suggested that interpreter training programs consider offering dedicated courses in remote interpreting training to prepare future interpreters in accordance with the trends in the industry.

Chapter 5　　Conclusion

As the world marks the end of COVID-19 as a global health emergency in May 2023, the value of distance learning remains more pertinent as it solidifies resilience in educational systems. The present study critically analyzed a distance-mode interpreter training attempt at the Graduate Program in Translation and Interpretation, National Taiwan University, offering an intricate view into the merits and drawbacks of distance-mode interpreter training from the trainees' perspective. The study stresses the proactive attitude of the trainers and trainees during interpreter training in a distance mode and documents successful strategies in response to the limitations of distance-mode training.

The present study distinguishes itself from others with its in-depth exploration of the interpreter trainees' experiences. By giving a platform to those directly impacted by this innovative training mode, the study paints a comprehensive picture of interpreter training in a distance mode. These insights from the trainees are invaluable as they pave the way for improved strategies and planning in distance-mode interpreter training. Furthermore, the findings have the potential to foster holistic advancements in interpreter training and drive innovative pursuits within the field. In an era with constant disruptions, the results of the present study may contain pedagogical implications.

5.1 Summary of Results

Research Question 1: *From the perspective of interpreter trainees, what are the*

benefits and limitations of training in a distance mode?

Overall, the interviewees stated several advantages of distance mode training, including enhanced training effectiveness, increased frequency of practice sessions outside of class, reduced stress during class sessions, and facilitated adaption to the growing trend of remote interpreting within the interpreting industry. However, they also acknowledged the limitations inherent in this training mode, encompassing both general challenges commonly encountered in distance learning and those specific to interpreter training. The general challenges include difficulties in finding an appropriate learning environment, accessing adequate equipment, and maintaining engagement during class sessions. On the other hand, the specific challenges involve the lack of training in note-taking techniques and stage presence for consecutive interpreting, as well as the absence of training to collaborate with booth mates and develop required stamina for simultaneous interpreting.

Research Question 2: *Which strategies, as perceived by interpreter trainees, were effective in overcoming the challenges of interpreter training in a distance mode?*

Regarding the coping strategies of interpreter training in a distance mode, besides detailing how they adapted to distance training mode, interpreter trainees emphasized the helpfulness of clear instructions from trainers regarding the technology used in class and empathetic support of the trainers. These efforts are considered crucial in facilitating the
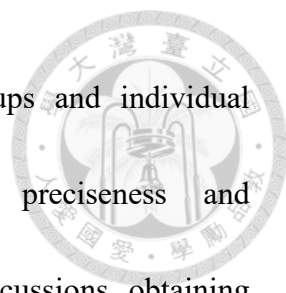
79

transition from on-site to online training.

Research Question 3: *How do the experiences with interpreter training in a distance mode influence the broader field of interpreter training?*

Finally, in terms of the outlook for interpreter training, based on their experiences in spring 2020, the trainees expressed their expectations that future training would incorporate elements derived from distance mode experiences, considering the benefits of interpreter training in a distance mode. Particularly, the way that distance-mode training helped address language-related issues was highlighted as the primary reason for such a sentiment.

5.2 Limitations of the Present Study

While this study has provided valuable insights, there are some limitations to consider. To begin with, data collection of the present study was restricted due to the short duration of distance-mode training in early 2020, and the limited experience of then first-year trainees in the program also posed a challenge. Given that the spring semester of 2020 was only their second semester, and they had only previously undergone introductory-level consecutive interpreting, these trainees might have found it challenging to contrast their training experiences prior to and after the transition, particularly in regard to simultaneous interpreting training, and thereby, offering limited data for analysis.

Another limitation is the exclusive reliance on focus groups and individual interviews for data collection, undermining the study's preciseness and comprehensiveness. Due to the dynamic nature of focus group discussions, obtaining specific quantitative data that helps establish the representativeness of qualitative interviews was challenging. Participants often showed mutual understanding by completing each other's sentences, and non-verbal cues, like nods or shared glances, appeared frequently when conveying agreement. This made it challenging to ascertain the exact number of interviewees in agreement or disagreement with a particular statement.

It is also essential to recognize the context within which GPTI's distance-mode interpreter training was executed. Unlike previous studies before the pandemic that were designed from scratch for training in a distance mode, GPTI's transition to distance-mode training was an emergency response to the pandemic, giving trainers minimal time for preparation. Both trainers and trainees navigated a complex and uncharted path that semester during a multifaceted global crisis that mentally and physically strained everyone. Therefore, when evaluating their experiences, it is essential to not only recognize the unique circumstance in which distance-mode training took place but to acknowledge that the trials and adjustments were inevitable. While the current study aimed to present a comprehensive account of the training practices and discuss associated implications, there might have been certain adaptations made during the training that was

81

not detailed explicitly.

Finally, the smaller class size at GPTI, although beneficial for distance-mode training as speculated by the author, means that the findings are based on a limited sample. Overall, distance-mode interpreter training is a relatively novel means of interpreter training, and diverse training practices across institutions can undermine the comparability between studies. Therefore, while the experiences of GPTI trainees are valuable, they might not be sufficiently representative to establish universal best practices that can be lent directly to other interpreter training programs.

5.3 Recommendations for Future Work

Based on the limitations mentioned, several suggestions for future research are put forth:

1. To determine the best practices for distance-mode training, a longer-time examination of a planned training attempt that synthesizes findings from previous studies and demonstrates consistent training methods would enhance the present study's applicability to other training practices.

2. The current study attempts to compensate for its lack of quantitative data by providing detailed participant quotes, ensuring the representativeness of trainees' perceptions. Still, studies of a more extensive scope collecting a broader dataset utilizing qualitative and quantitative approaches would offer more comprehensive

and definitive perspectives of interpreter trainees.

3. Gathering data from trainers' viewpoints would be invaluable for triangulating the results obtained from trainees as such data could offer a detailed account of curriculum planning and training activities.

Early in the outbreak, an OECD report described the implications of the crisis as follows: "While this is a strong stress test for education systems, it also presents an opportunity to develop alternative educational opportunities" ("Education Responses to COVID-19: Embracing Digital Learning and Online Collaboration," 2020). The current study showcases the resilience of the interpreting trainers and trainees at GPTI, highlighting increased pedagogical creativity and opportunities amidst an unprecedented global crisis. While the pandemic's threats have subsided as an end to COVID-19 as a public health emergency has been declared by the head of World Health Organization (WHO), undoubtedly, the COVID-19 pandemic has left scars on many, and its profound impact cannot be underestimated. During an interview, one interviewee hoped to draw attention to the harsh consequences of the pandemic. Even though Taiwan implemented notably successful strategies to control COVID-19 in early 2020 (Chien at al., 2020), and the author views the future of interpreter training with optimism due to the research findings, it is essential to remember that every lesson from this health crisis was learned the hard way, making them all the more valuable to remember.

Reference

孟玉婷（2008）。《翻譯學研究所在職專班課程學習滿意度之探討》（碩士論文，輔仁大學）。臺灣博碩士論文知識加值系統。

https://hdl.handle.net/11296/j29bpp

翁子惠（2005）。《學師專業需求與學習滿意度之研究－以台灣師大運動與休閒管理研究所為例》（碩士論文，臺灣師範大學）。臺灣博碩士論文知識加值系統。https://hdl.handle.net/11296/hf2j57

陳宏綺（2010）。《口譯課程之學習滿意度研究：以台師大翻譯研究所為

例》（碩士論文，臺灣師範大學）。臺灣博碩士論文知識加值系統

https://hdl.handle.net/11296/d6he56

Ahrens, B. (2021). The pivot to remote online teaching on the MA in conference interpreting in Cologne: Lessons learned from an unexpected experience. *The Journal of Specialised Translation, 2021(*36b), 251–284. Retrieved August 18, 2023, from https://jostrans.org/issue36/art_ahrens.pdf

Chien, L., Beÿ, C. K., & Koenig, K. L. (2020). Taiwan's successful COVID-19 mitigation and containment strategy: Achieving *quasi population immunity*. *Disaster Medicine and Public Health Preparedness*, *16*(2), 434–437. https://doi.org/10.1017/dmp.2020.357

Conrad, D. (2006). E-Learning and social change: An apparent

contradiction. *Perspectives on Higher Education in the Digital Age*, 21–

33.Routledge.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative,*

and mixed methodologies. Oxford University Press.

European Masters in Conference Interpreting. (2021, February 8). *Projects Committee*

Report Students' Training Experience with online classes and exams during

lockdown. European Masters in Conference Interpreting.

https://www.emcinterpreting.org/emci/resources/students-online-training-

experience

Graduate Program in Translation and Interpretation. (2022, December 26). *About the*

program. Graduate Program in Translation and Interpretation, College of Liberal

Arts, National Taiwan University. Retrieved August 17, 2023, from

https://www.gpti.ntu.edu.tw/about/?lang=en

Güven, M. (2014). Distance learning as an effective tool for medical interpreting

training in Turkey. *Open Learning: The Journal of Open, Distance and e-*

Learning, *29*(2), 116–130.https://doi.org/10.1080/02680513.2014.964196

Keegan, D. (1996). *Foundations of distance education*. (3rd ed). Routledge.

Keegan, D. (2013b). *Foundations of distance education*. Routledge.

https://doi.org/10.4324/9781315004822
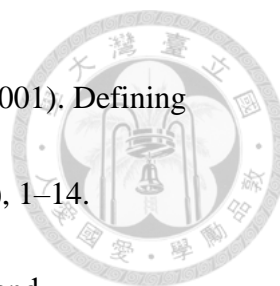
King, F. B., Young, M., Drivere-Richmond, K., & Schrader, P. G. (2001). Defining

distance learning and distance education. *AACE Journal*, *9*(1), 1–14.

Ko, L. (2006). Teaching interpreting by distance mode: Possibilities and

constraints. *Interpreting*, *8*(1), 67-96.

Ko, L. (2008). Teaching interpreting by distance mode: An empirical study. *Meta:

journal des traducteurs/Meta: Translators' Journal*, *53*(4), 814–840.

Ko, L., & Chen, N. (2011). Online-interpreting in synchronous cyber classrooms. *Babel*,

57(2), 123–143. https://doi.org/10.1075/babel.57.2.01ko

Krouglov, A. (2021). Emergency remote teaching and learning in simultaneous

interpreting: Capturing experiences of teachers and students. *Training,

Language and Culture*, *5*(3), 41–56. https://doi.org/10.22363/2521-442x-2021-

5-3-41-56

Lee, J., & Huh, J. (2018). Why not go online: A case study of blended mode business

interpreting and translation certificate program. *Interpreter and Translator

Trainer*, *12*(4), 444–466. https://doi.org/10.1080/1750399x.2018.1540227

Little, D. G. (ca. 1991). *Learner autonomy: Definitions, issues and problems*. Authentik

Language Learning Resources.

Moore, M. G., Cookson, P. S., Donaldson, J. F., & Quigley, B. A. (1990).

Contemporary issues in American distance education (1st ed.). Pergamon Press.

Moore, J. L., Galyen, K., Dickson-Deane, C., Chen, W. (2010, June). *Designing for E-learn, online, and distance learning environments: Are they the same?* [Paper presentation]. American Educational Research Association Annual Meeting, Denver, Colorado, United States.

OECD & The World Bank. (2022). How learning continued during the COVID-19 pandemic: Global lessons from initiatives to support learners and teachers [EBook]. In S. Vincent-Lancrin, C. Cobo Romaní, & F. Reimers (Eds.), *OECD eBooks*. OECD Publishing. https://doi.org/10.1787/bbeca162-en

Sadeghi, M. (2019). A Shift from Classroom to Distance Learning: Advantages and Limitations. *International Journal of Research in English Education*, *4*(1), 80–88. https://doi.org/10.29252/ijree.4.1.80

Sandrelli, A. (2015a). Becoming an interpreter: The role of computer technology. *MonTi: Monografías De Traducción E Interpretación*, *2015*(2), 111–138. https://doi.org/10.6035/monti.2015.ne2.4

Seresi, M. (2021). Teaching consecutive interpreting online using asynchronous methods. In M. Seresi, R. Eszenyi, & E. Robin (Eds.), *Distance education in translator and interpreter training: Methodological lessons during the Covid-19 pandemic* (pp. 90–107). Budapest: ELTE BTK Fordító-ésTolmácsképzőTanszék.

Setton, R., &Dawrant, A. (2016). *Conference interpreting – A complete course.*In

Benjamins Translation Library.https://doi.org/10.1075/btl.120

Singureanu, D. (2020, February 11). Language Interpreters & Emotional

Intelligence.How do we use emotional intelligence & why does it

matter.InterpretingCraft.

https://romanianconferenceinterpreter.com/blog/2020/02/11/language-

interpreters-and-emotional-intelligence-how-do-we-use-emotional-intelligence-

and-why-does-it-matter/

Skaadeb, H., &Wattne, M. (2010). Teaching and interpreting in cyberspace: The answer

to all our prayers? *Interpreting and Translating in Public Service Settings*, 74–

88. https://doi.org/10.4324/9781315760230-10

Van Dijk, J. A. (2006). Digital divide research, achievements and shortcomings.

Poetics, *34*(4–5), 221–235. https://doi.org/10.1016/j.poetic.2006.05.004

Xue, C. (2023). Mitigating EFL students' academic disengagement: The role of

teachers' compassion and mindfulness in China. *Heliyon*, *9*(2), e13150.

https://doi.org/10.1016/j.heliyon.2023.e13150

Appendix I

個人訪談知情同意書(學生版)

計畫名稱與內容：

遠距口譯訓練：學生觀點

Interpreter Training in the Distance Mode: Trainees' Perspectives

本計畫是關於口譯學習的研究，旨在瞭解疫情之下，學生對於以遠距模式學習口譯之觀點，為將來口譯課程規畫及教學提供借鏡。

進行方式：

邀請您參與本研究之個人訪談，訪談於＿＿＿＿＿＿＿＿＿＿＿＿進行，時間約為 90 分鐘，請您分享有關 109 學年度第 2 學期之遠距口譯學習經驗（請參考附件訪談大綱）。為了資料紀錄的正確性，訪談時將錄音、錄影。如果您不願意錄音、不願某段發言錄音錄影，或中途想停止，請隨時提出，不需要任何理由。

參與風險與資料保存運用：

　　錄音資料彙整為逐字稿後會再請您確認，我會負起保密責任，未來研究成果不會呈現您的真實姓名，文中受訪者姓名將以代碼稱之，亦會盡力避免他人從研究發表辨識出您。

　　影音資料僅供本論文資料蒐集所用，錄音與逐字稿將妥善儲存於研究者設有密碼之雲端硬碟中，且於本研究計畫執行日結束十年後刪除銷毀，若您有興趣瞭解研究結果，可提供您論文全文電子檔做為參考。

退出權益：

過程中，若您感到不舒服，想要暫停或退出研究，我們會完全尊重您的意願，退出前所蒐集的資料亦不會納入分析或發表。即便研究結束，有任何問題，都歡迎聯絡研究者。

研究團隊：

　　研究生：盧作珩
　　指導教授：吳茵茵博士
　　聯絡人：盧作珩

研究參與者權利：

研究者已妥善將您說明研究內容與相關資訊，本同意書一式兩份，將由雙方各自留存，以利日後聯繫，若有任何疑問，請與研究者聯絡。

錄音錄影：□同意　□不同意

成果回饋：□研究完成請提供碩士論文全文，寄至（電子信箱或地址）

＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

　□不用了，謝謝

參與者簽名：日期：　年　　月　　日

研究者簽名：日期：　　年　　月　　日

Appendix II

訪談大綱(中文版)

1. 學習環境

−遠距教學後，教學媒體的操作上遇到甚麼挑戰?如何克服?

−數位工具的使用對你的身心狀態有甚麼影響嗎?若有挑戰，你如何應對？

−老師們常常強調正向的班級氛圍對學習很重要，遠距教學後，班上同學的互動不再是面對面地相處，這對班級氛圍有什麼影響嗎?

2. 課程內容、教師教學

−試比較遠距教學實施前後你的學習經驗，老師的教學目標有什麼改變嗎? 你對改變的感受為何?

−比較遠距教學實施前後，技巧訓練內容有甚麼改變嗎? 你對改變的感受為何?

−比較遠距教學實施前後，老師的選材內容有什麼改變嗎?

−比較遠距教學實施前後，老師的進度掌握有什麼改變嗎? 你對改變的感受為何?

−比較遠距教學實施前後，老師對於作業的要求有甚麼改變嗎? 你對改變的感受為何?

−比較遠距教學實施前後，課堂上練習的方式有甚麼改變嗎? 你對改變的感受為何?

−比較遠距教學實施前後，老師回饋的方式、質與量有任何改變嗎? 你對改變的感受為何?

3. 學習成果

−你平常如何判斷自己口譯學習的成效？遠距教學對口譯學習的成效有什麼影響嗎?

–比較遠距教學實施前後，對於自主練習的方式、質與量有任何改變嗎？

4. 綜合回顧

–若遠距教學勢在必行，從學生角度，教師能做些甚麼幫助學生提升學習成效？

–若遠距教學勢在必行，從學生角度，學生如何提升自我學習成效

–現在回歸實體授課，比較遠距教學實施前的實體課堂狀況，有甚麼改變嗎？

–現在回歸實體授課，比較遠距教學實施前的自主練習狀況，有甚麼改變嗎？

–如果可以選擇以遠距教學的方式上[課程名稱]課程，你會選擇何者？為甚麼？