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Evaluating the feasibility of 'InterpreLab': A technology-assisted tool for interpreting practice in higher education

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ABSTRACT

Purpose — 'InterpreLab' is a technology-assisted platform designed to support introductory interpreting training in higher education. This platform can be used as one of the solutions for these critical issues in interpreting pedagogy. This research aims to explore the feasibility of the 'InterpreLab' in an interpreting course and the students' concerns regarding the use of 'InterpreLab' for interpreting practice.

Design/methodology/approach — This descriptive qualitative research evaluates learners' perceptions of the platform's key features. Open-ended questionnaires and Likert-scale questionnaires were used to elaborate 45 students' evaluation of the feasibility of 'InterpreLab' and identify students' perceptions regarding the platform's feasibility. The interviews were then conducted with five selected participants.

Findings — The findings show that 'InterpreLab' is generally feasible for supporting the teaching of interpreting. It is measured in six dimensions, including: interface and visual appeal, usability, content quality, audio and text-to-speech technology, instructional effectiveness, and overall feasibility.

Originality/value — This research advances ongoing discussions on technological support for interpreting pedagogy and offer design recommendations for improving 'InterpreLab'. The study also promotes the systematic evaluation of InterpreLab's feasibility for introductory interpreting practice in higher education, combined with an investigation of students' concerns about using the platform.

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Introduction

Interpreting educators often find problems when teaching interpreting in a higher education context. One of the primary issues concerns the limited availability of instructional media specifically designed to develop initial interpreting competencies. Herrero (2017) notes that

the main problem in interpreting media is the lack of listening competence, specifically designed to develop interpreting competencies. Bale (2015) adds that the digital media and speech repositories available in interpreting training are mostly designed for professionals or postgraduate students, making them less suitable for undergraduate learners who still require gradual and guided exposure to interpreting tasks. These findings indicate a mismatch between the media available for interpreting training, students' proficiency levels, and the learning needs of undergraduate students.

Moreover, the challenges in teaching interpreting are not limited to the availability of instructional media. There is also a need to recognize students' affective experiences, particularly since interpreting is often considered a new, demanding subject for undergraduate students. Thus, Takeda (2010) says that effective interpreting pedagogy requires educators to understand students' learning experiences and perspectives in order to design more responsive teaching practices and applicable media. Interpreting trainers must also focus on students' psychological challenges, including fluctuating motivation, low confidence, and difficulties balancing critical and encouraging feedback (Pinazo, 2008; Liu, 2022). Chan (2023) also stated that technology-assisted interpreting applications have been studied in terms of learning outcomes, not just technical feasibility.

From the cognitive side, Yenkimaleki and van Heuven (2018) highlight that a lack of prosody awareness, including intonation, stress, rhythm, and pauses, increases the students' cognitive burden when practicing interpreting. This study emphasizes the need to facilitate learners' exposure to authentic spoken discourse and prosodic features. Furthermore, continuous, gradual practice is also needed to train and build interpreting competencies. Pratama & Rohmatika (2025) underline that students need repetition, variety, and consistent exposure to develop interpreting competencies. However, students' limited opportunities to practice outside class further compound this challenge. Both Takeda (2010) and Pratama & Rohmatika (2025) report that many students felt unsure about how to practice interpreting independently, and they wish for a more systematic program. Considering this, interpreting trainers are expected to shift to student-centered learning that encourages independent studying outside classes (Hansen & Shlesinger, 2007).

Some interpreting educators have employed a specific technology-assisted tool that enables students to learn and practice interpreting outside the classroom (Wulansari et al., 2023; Tian, 2025). The use of technology to practice interpreting allows students to perform some self-paced learning activities tailored to their individual abilities and learning styles. In order to create an effective interpreting learning experience by integrating technology-assisted tools, Li (2024) proposes the combination of online pre-class preparation (independent learning of theory and vocabulary), offline classroom training (simulation drills and situational interaction), and online post-class evaluation (self-evaluation and teacher feedback based on big data). Students reported benefits involving interpreting proficiency, authentic practice, learning flexibility, motivation, confidence, and independent learning, alongside some technical and design limitations (Chan, 2024).

Interpreting training nowadays has also transformed into a more complex practice involving multidisciplinary cases. Angelelli (2017) notes that interpreting studies align with other disciplines, encouraging scholars, practitioners, and trainers to use media or platforms that can accommodate all the elements needed to build the competencies. At the same time, the increasing use of technology in education has drawn attention to the potential of

technology-assisted approaches to address long-standing challenges in interpreting pedagogy. Venkatesh et al. (2012) stated that the factors that influence users' acceptance and use of technology includes perceived benefits, the effort required to use a system, and the conditions that support its use. Modern interpreting education increasingly utilizes technology to bridge the gap between theory and real-world practice (Ye, 2020; Lu & Fantinuoli, 2025; Li, 2026). Intelligent speech recognition and transcription, for example, can reduce shorthand difficulty and cognitive load, enabling students to move from a "listening-remembering-producing" model to a more efficient "listening-distinguishing-producing" (Li, 2024). This flow offers the possibility to create student-centered environments where students can engage in systematic, frequent, and self-directed practice.

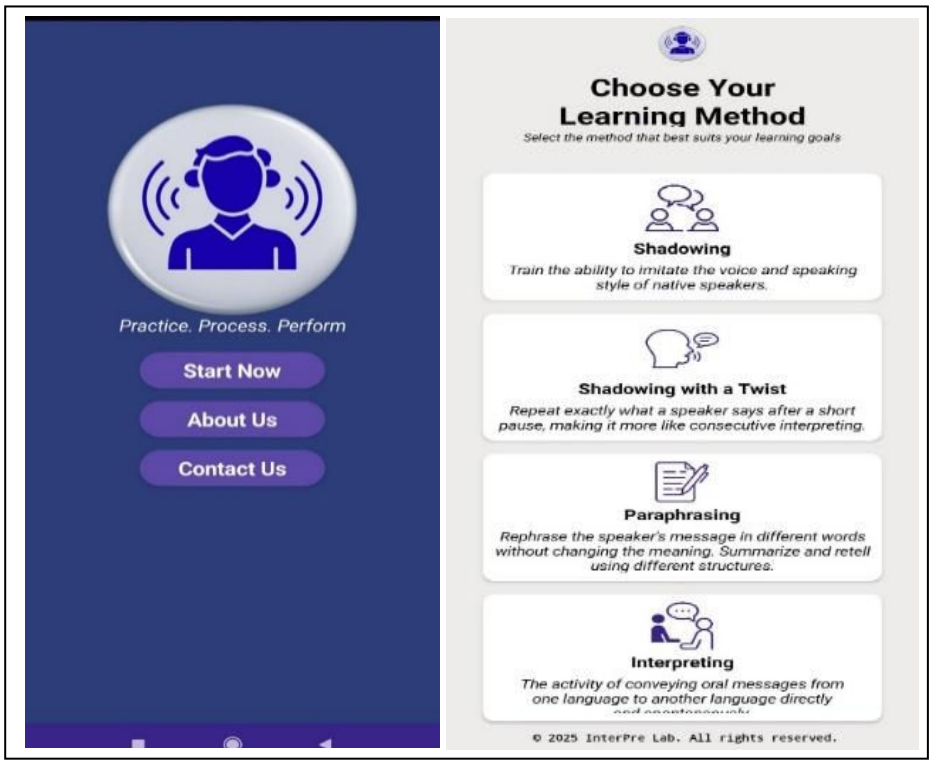
Within a broader technology-based framework, Zinukova (2016) states that interpreting competence is not a single skill but a multidimensional construct encompassing linguistic, textual, cultural, cognitive, instrumental, and strategic subcompetences. These skills are integrated, with strategic competence coordinating and activating the others during interpreting tasks. Therefore, any meaningful pedagogical innovation should facilitate the integrated development of these interrelated skills.

The aforementioned studies demonstrate that interpreting pedagogy involves interrelated challenges related to instructional materials, learner cognition, psychological readiness, and classroom assessment. Considering the framework of these pedagogical concerns, an appropriate technology-assisted tool is needed to meet the undergraduate students' expectations as well as the course objectives. Insights from the previous studies discussed above reveal the need for interpreting training tools that: (1) provide interpreting-specific listening practice, (2) incorporate prosodic training, (3) align with students' perceived needs and concerns, and (4) support the integrated development of sub-competencies essential to interpreting. Within this context, digital tools such as 'InterpreLab' have emerged as potential solutions to pedagogical challenges that traditional classroom instruction struggles to address. This web- and Android-based application is designed for undergraduate-level students who have learned interpreting. 'InterpreLab' provides students with audio and video materials generated by text-to-speech technologies using the ElevenLab application. The platform organized practices in a structured sequence, including shadowing, shadowing with a twist, paraphrasing, and interpreting, reflecting a common stage in interpreting practices (Roberts, 2014).

'InterpreLab' has been introduced as a supplementary digital tool intended to provide a flexible and structured practice aligned with interpreting demands (See Figure 1). During interpreting at the English Literature Department of a public university in Surakarta, Central Java, Indonesia, 'InterpreLab' is used to support interpreting learning. This decision was made as a result of the needs analysis distributed to the students before the course began. Students are expected to be equipped with an interpreting application that supports their independent and routine learning in and out of class. Though 'InterpreLab' was used for one semester during the 2025/2026 academic year, the platform's feasibility and acceptance among learners have not been explored. Undeniably, understanding students' experiences with 'InterpreLab' is crucial for determining whether the application meaningfully supports their competence development and addresses the pedagogical issues highlighted in previous research.

Figure 1

Start Page and Menu Page of 'InterpreLab'



This study aims to examine the students' experiences when using 'InterpreLab' in the Interpreting course, particularly focusing on how students evaluate the feasibility of 'InterpreLab' and what concerns they encounter when using 'InterpreLab' for interpreting practice. Previous studies have explored the use of computer-assisted interpreting (CAI) tools, digital technologies in interpreter education, and the effects of technology on interpreting performance. For example, Prandi (2020) examined the integration of CAI tools into interpreter training curricula, while Chan (2025) reviewed research on the use of technology in interpreting practice from 2013 to 2024. However, there remains a need for more focused empirical research on the feasibility of specific technology-assisted platforms designed for introductory interpreting practice in higher education. In particular, the usability, content quality, audio and text-to-speech performance, instructional effectiveness, and students' concerns need to be examined together. The study addresses this gap by evaluating InterpreLab across six feasibility dimensions and identifying technical and pedagogical issues that may affect its implementation in interpreting courses. Nevertheless, further research is needed to determine whether the platform produces measurable improvements in students' interpreting competence.

This study is expected to contribute both theoretically and practically to the field of interpreting pedagogy. Theoretically, the study contributes to the growing literature on technology-assisted tools for interpreting media by providing insights into students' experiences, perceptions, and concerns regarding the use of 'InterpreLab' as a learning medium in undergraduate interpreting education. This study may also enrich the discussion of student-centered interpreting pedagogy, particularly regarding independent learning and the integration of digital platforms. Practically, this study is expected to provide

recommendations for improving the design of 'InterpreLab'. The study provides the systematic evaluation of InterpreLab's feasibility for introductory interpreting practice in higher education, combined with an investigation of students' concerns about using the platform. Besides, it also provides implications for interpreting lecturers, curriculum developers, and educational institutions in designing more accessible and authentic interpreting learning environments.

Method

Research design and context

This study applies a descriptive qualitative design to investigate the students' evaluation of the feasibility of 'InterpreLab' and explore their concerns about the use of the platform in an Interpreting course. The research was conducted in an Interpreting course at the English Literature Department of a public university in Surakarta, Central Java, Indonesia. The data were gained through open-ended questionnaires, Likert-scale questionnaires, and semi-structured interviews.

Data collection

The use of open-ended questionnaires alone was considered insufficient to elaborate on the students' evaluation of the feasibility of 'InterpreLab'. Therefore, Likert-scale questionnaires were complemented to identify patterns and variations in students' perceptions regarding the platform's feasibility. The open-ended questionnaire allowed participants to elaborate on their experiences and concerns when using 'InterpreLab' in the Interpreting course. Meanwhile, the numerical data in this research were not intended for statistical testing or hypothesis verification. Instead, they were used as supportive evidence to enrich qualitative interpretation. This design was drawn from Maxwell (2010), saying that the use of numbers in qualitative research can serve important interpretive purposes, especially in characterizing the diversity of participants' perceptions and providing evidence that supports the researchers' interpretation.

In developing the questionnaire, five criteria were established, including: Interface and Visual Appeal, Usability, Content Quality, Audio and Text-to-Speech (TTS) Technology, Instructional Effectiveness, and Overall Feasibility. These criteria were developed based on theoretical dimensions widely used in CALL evaluation and interpreting-technology pedagogy (Chapelle, 2001; Sawyer, 2004; Fantinuoli, 2018; Fantinuoli, 2023). The questionnaire was created by adapting these frameworks to the context of interpreting practice and to the specific features of the 'InterpreLab' application. A total of 45 students participated in completing the questionnaire. The interviews were then conducted with five randomly selected participants, where the students provided feedback on the use of 'InterpreLab' in the Interpreting course. These data collection techniques highlight that the numerical data were treated as complementary descriptive evidence embedded within a qualitative inquiry rather than as a basis for quantitative analysis.

Data trustworthiness

The trustworthiness of the qualitative data was ensured through methodological triangulation, in which the results of the open-ended and Likert-scale questionnaires and the semi-structured interview were compared and cross-checked. The integration of these three data-collection techniques enabled the researchers to assess the consistency of participants' responses across different data types. Furthermore, it also allowed the researcher to obtain a more comprehensive understanding of the phenomenon under investigation. Through this triangulation process, recurring themes and differing perspectives were identified, thereby strengthening the credibility and trustworthiness of the findings.

Data analysis

The data analysis in this study employed the interactive technique proposed by Miles et al. (2014) in three stages: data condensation, data display, and conclusion drawing. In the data condensation stage, the data gathered from the open-ended questionnaire and semi-structured interview were transcribed and coded to identify relevant themes related to students' perceptions of the feasibility of 'InterpreLab' and their concerns about the application's use. Meanwhile, the data gained from the Likert-scale questionnaire were tabulated and interpreted descriptively to identify patterns and variations in students' evaluations.

In the data display, the condensed data were displayed in the form of tables, categorizations, and thematic descriptions to provide interpretation across participants' responses (Naeem et al., 2023). The participants' responses from the open-ended questionnaire and semi-structured interviews were analyzed thematically, while the numerical calculations from the Likert-scale questionnaire were used as supportive descriptive evidence. In the conclusion drawing and verification stage, the researchers interpreted the patterns, recurring themes, and relationships across the data. The analyzed data were also cross-checked with previous studies and relevant theories to ensure the credibility of the findings and to identify the study's contribution to existing research.

Findings and discussion

The findings are organized around the two research questions, beginning with students' evaluations of the six criteria of feasibility, followed by students expressed concerns about its use. Each set of findings is demonstrated descriptively and subsequently discussed in relation to relevant theoretical perspectives and previous studies.

Students' evaluation of the feasibility of 'InterpreLab' in the Interpreting course

Students' evaluation of the feasibility of the 'InterpreLab' application was analyzed through six criteria, including: (1) Interface and Visual Appeal, (2) Usability, (3) Content Quality, (4) Audio and Text-to-Speech Technology, (5) Instructional Effectiveness, and (6) Overall Feasibility. For each criterion, students were asked to elaborate on their experiences and perceptions regarding the use of 'InterpreLab'. In addition, each criterion was represented by four Likert-scale statements designed to measure students' self-assessment of their

experiences and evaluations of the platform. Table 1 presents the mean score for each criterion.

Table 1

The Mean Score for the Feasibility of 'InterpreLab'

Criterion	Mean Score
Interface and visual appeal	4.04
Usability	4.21
Content quality	4.16
Audio and text-to-speech technology	3.61
Instructional effectiveness	4.23
Overall feasibility	4.28

Interface and visual appeal

Interface and visual appeal are among the most important aspects in evaluating the feasibility of 'InterpreLab', as visual design and interface layout may influence students' learning experiences and ease of navigation when using the application (Chapelle, 2001; Fantinuoli, 2018; Fantinuoli, 2023). This criterion was employed to evaluate how students perceived the visual appearance and layout organization of the platform.

Regarding the interface and visual appearance, generally, the students gave positive evaluations, saying that the design of the application is easy to access and operate. Some students commented that the layout and the dominant color of 'InterpreLab' are comfortable for use, by stating: *warnanya biru soft tidak mengganggu mata* (the soft blue color is comfortable for eyes), *tampilan menunya jelas* (the menu layout is clear), and *desainnya bagus dan mudah dioperasikan* (the design is good and easy to operate). These statements were supported with the mean score of the Interface and Visual Appeal aspect, which presented similarly positive responses, reflecting general satisfaction with the design (M = 4.04). It proves that the integration of technology into interpreting education, particularly the potential of digital tools to support interpreting practice and the pedagogical and technical conditions required for their effective implementation (Pysanko and Zaitseva, 2022).

In technology-assisted language learning environments, a clear and visually accessible interface is considered important to support the students' engagement, concentration, and instructional efficiency (Chapelle, 2001; Fantinuoli, 2018; Fantinuoli, 2023). Though most evaluations showed positive perceptions, the aesthetic side of the application needs to be improved, as some students suggested having more attractive templates and visual elements. In line with this finding, an overly simple, less visually engaging design may reduce students' motivation to use the learning application consistently (Chapelle, 2001; Wulansari et al., 2023).

Usability

Usability is another important criterion in measuring the feasibility of 'InterpreLab', referring to how easy it is for students to operate and navigate the application during interpreting

practice. Chapelle (2001) suggests that, in terms of usability, a software tool should be consistent so that it can be operated in standardized web browsers. Meanwhile, Fantinouli (2018) underlines usability as user friendliness, referring to the way the application can be operated easily by the target users. Therefore, this criterion was used to examine students' perceptions of the platform's practicality, accessibility, and operational efficiency.

The findings revealed that most of the students had positive evaluations on the usability of 'InterpreLab' by saying that the application was: *mudah dipakai* (easy to use), *mudah dipahami* (easy to understand), and membantu *latihan mandiri di luar kelas* (helpful to be used as an independent activity outside the classroom). These evaluations were also reflected in the close questionnaire result, showing the high mean score for the usability aspect (M = 4.21), indicating that the students found the interface intuitive and well-structured. 'InterpreLab', as one of the technology-assisted tools for interpreting practice, helped students in practicing interpreting more often outside class. The positive responses suggest that the usability of 'InterpreLab' contributes to students' independent learning, making them more confident in practicing interpreting both in class and outside class. Some students mentioned that as they could practice interpreting at home, they became more prepared when performing it in class. Indeed, though positive evaluations were mostly found, the technical development of the application still needs to be conducted. This result is consistent with Wulansari et al. (2023) and Sandiarsa (2025), who argue that a digital platform for interpreting practice is recognized for supporting real-time drilling, even though students emphasize that the platform needs continuous development to meet their specific needs. It supports Gómez and Moreno (2015) stating that technology can deliver audiovisual materials designed for specific interpreting competencies. In this case, InterpreLab explores the feasibility of using a digital platform to support interpreting practice in higher education.

Content quality

Content quality is another pivotal aspect in assessing 'InterpreLab' feasibility, particularly regarding the relevance and suitability of the materials provided to the learning objectives (Sawyer, 2004; Chapelle, 2001; Fantinouli, 2018). In interpreting pedagogy, learning materials play a crucial role in supporting students' comprehension and contextual understanding. Therefore, this criterion was employed in this study.

The positive evaluations from the students showed that the materials in 'InterpreLab' were able to facilitate the students' independent practice. Students said that 'InterpreLab' provides various audio with distinctive difficulties from beginner to intermediate, making them useful to trace the students' development in practicing interpreting. This type of grouping system for providing materials is considered essential for interpreting training, as it helps students assess their abilities and challenge themselves progressively (Pinazo, 2008; Wulansari et al., 2023).

The positive evaluation of the content quality was also seen from the Likert-scale mean (M = 4.16), indicating that the application contained well-structured material. In relation to this result, appropriate and comprehensible materials provided in technology-assisted tools are important in helping the students focus on meaning transfer and message delivery rather than struggling with unfamiliar contexts (Herrero, 2017; Bale, 2015). Furthermore, this finding

shows that the quality of instructional content may contribute to the learners' engagement in technology-mediated language learning environments.

Audio and text-to-speech technology

'InterpreLab' is developed using text-to-speech (TTS) technology with the ElevenLab application. As interpreting practice strongly depends on the clarity and naturalness of audio delivery, the concerns about the audio's intelligibility become one of the most important aspects to assess (Fantinuoli, 2023). In technology-assisted interpreting environments, audio quality plays an important role in supporting listening comprehension, concentration, and interpreting performance (Wang, 2016; Herrero, 2017). Therefore, this criterion was employed to examine students' perceptions of audio clarity, pronunciation quality, speech rhythm, and the effectiveness of the text-to-speech feature integrated into the platform.

Several students claimed that the audio was clear and understandable, making it helpful for independent learning. However, unlike the previous aspects that received a mean value above 4.0, the mean value for the audio aspect of 'InterpreLab' tends to be lower at 3.61. Although the evaluation was still relatively good, many students gave notes related to the naturalness of the audio. Some students commented that in some parts, the audio sounded 'robotic', 'monotonous', and 'less natural', shifting their focus from the content to the way it was spoken. Other students also reported issues with pronunciation, accents, and rhythms, especially as speech speed increased. These findings suggest that audio quality plays an important role in technology-assisted interpreting practice. As interpreting activities heavily rely on listening comprehension and rapid speech processing, unnatural audio delivery may increase students' cognitive burden and affect their interpreting performance. This finding aligns with previous studies emphasizing that authentic and comprehensible speech input is essential in supporting effective interpreting training and technology-mediated language learning environments (Hansen & Shlesinger, 2007; Takeda, 2010; Pratama & Rohmatika, 2025; Goldsmith, 2018).

Instructional effectiveness

Instructional effectiveness refers to how the students perceive 'InterpreLab' as one of the media that support their learning in practicing interpreting. Akin to other aspects, this aspect was measured through an open-ended questionnaire and a self-assessment using a Likert-scale questionnaire. Within the frame of technology-assisted learning, a particular learning tool should be able to facilitate students' skill development, promote learner engagement, and provide meaningful learning experiences (Sawyer, 2004; Fantinuoli, 2018; Fantinuoli, 2023).

The findings revealed that students highly evaluated the instructional effectiveness of 'InterpreLab', as reflected in the mean score for this aspect (M = 4.23). Most students perceived that 'InterpreLab' supported their interpreting practice and helped them improve their interpreting skills. Several participants stated that 'InterpreLab' helped them become more familiar with interpreting activities and increased their confidence when practicing interpreting. This finding supports the view that integrating technology into interpreting instruction contributes to students' performance in interpreting practice (Sandiarsa, 2025; Li, 2026). The positive evaluations indicated that 'InterpreLab' functioned not only as a

technological tool but also as an instructional medium that facilitated students' learning experiences in interpreting practice. The platform's flexibility allowed students to conduct repeated practice independently, which is significant for interpreting training.

Overall feasibility

Overall feasibility was used as the final criterion to evaluate students' general acceptance of the appropriateness and practicality of 'InterpreLab'. The findings revealed that the students generally perceived the platform as highly feasible for interpreting practice, as reflected in the mean score (M=4.28), which was the highest across all six criteria. Most students stated that the application was: *sangat membantu* (helpful) and *bermanfaat* (advantageous). The students also claimed that they had a chance to play the audio repeatedly while analyzing their own difficulties and improvements outside class. The division of difficulties provided in the platform allowed them to trace their ability, whether at the beginning or intermediate level. Despite some technological and subject issues that need to be addressed, overall, 'InterpreLab' receives positive feedback from most users. This finding is in line with previous research conducted by Cao (2024) and Sandiarsa (2025), stating that even though technological tools in interpreting practice still have technical hurdles or content issues, the perceived usefulness still remains very high among the users. The feasibility of interpreting technology depends not only on whether the technology works, but also on users' actual experiences, the quality of its technical environment, and the extent to which the technology supports meaningful interpreting activity (Seeber et al., 2019).

The students' concerns about the use of 'InterpreLab in the Interpreting course

The analysis of students' open-ended questionnaires and interviews revealed several concerns related to their experience of using 'InterpreLab' for interpreting practice. Four main themes emerged from the thematic analysis: (1) audio and text-to-speech (TTS) quality issues, (2) navigation and interface limitations, (3) need for feedback, and (4) content availability and variety. Each theme is elaborated below.

Audio and text-to-speech quality issues

The most frequent comment concerned the audio and TTS quality. This issue is mostly about clarity, speed, and naturalness of the speeches. Several students reported that some audio outputs sounded overly rigid, excessively fast, and lacking in human-like intonation, which created problems during the preliminary listening stage of interpreting practice. Some representative comments are: *TTS harus lebih natural, sisanya cukup* (the TTS needs to sound more natural; the rest is fine), *audionya terlalu cepat, khususnya di bagian paraphrase* (the audio is too fast, especially in the paraphrasing section), *tone bisa dibuat lebih manusiawi* (the tone could be made more human-like).

Although most students provided positive comments on the audio and TTS issues, these concerns indicate that the audio design still needs further refinement, particularly regarding speech naturalness and pacing. Several participants explained that the less human-like audio delivery and rapid speech pace reduced their concentration and forced them to adjust their interpreting strategies while processing the audio input. These findings suggest that audio

quality significantly influences students' listening comprehension and cognitive processing during interpreting activities. Such findings parallel reports in Wang and Wang's (2019) experimental study, where even small disruptions in interpreting technology-assisted tools increased interpreters' cognitive load and negatively affected fluency.

Navigation and interface limitations

Students reported that although 'InterpreLab' provides a clear user interface, which allowed them to practice repeatedly without confusion, several improvements need to be made. Some students noticed that there were some elements which were monotonous and difficult to operate: *navigasinya membingungkan* (the navigation panels are confusing), *tampilannya sedikit monoton, bisa lebih menarik* (the interface looks a bit monotonous, it could be made more appealing), *warnanya kurang balance, dan fontnya terlalu besar* (the color is not well-balanced and the font is too big).

These findings indicate that although usability and accessibility were generally perceived positively, students still expected a more visually attractive designed interface to support their learning experiences. An interface that is overly simple or visually unbalanced may reduce students' engagement and motivation in using the platform continuously for interpreting practice. Furthermore, unclear navigation features may interrupt students' concentration during interpreting activities because learners must divide their attention between operating the platform and processing interpreting tasks simultaneously (Chapelle, 2001; Fantinuoli, 2018; Fantinuoli, 2023).

Need for feedback

Several students also felt the need to provide feedback on the practice they had done. The students said that the feedback would enable them to learn from mistakes and make improvements when practicing interpreting independently. The feedback could be displayed in the form of scores that reflect their performance. Students said: *harusnya ada nilainya agar tahu kesalahannya* (there should be a scoring feature so students can know where their mistakes are), *bisa ditambah poin untuk tahu level kemampuan* (it would be helpful to add points to indicate the users' proficiency level).

These responses indicate that although 'InterpreLab' successfully facilitated repeated interpreting practice, students still expected more evaluative learning support from the application. The participants thought feedback as an essential component in supporting them to recognize weaknesses and enhance their interpreting competence thoroughly. In independent learning environments, feedback and progress monitoring features are essential because they enable learners to assess their own performance and maintain awareness of their skill development (Pinazo, 2008). As noted by Wulansari et al. (2023), although digital interpreting platforms effectively support repeated practice, the absence of integrated feedback and monitoring systems may limit learners' ability to identify weaknesses and track their interpreting progress over time. Thus, without sufficient feedback, students may repeatedly practice interpreting tasks without clearly understanding which aspects require improvement.

Content availability and variety

The students also expressed concerns about the limited number of materials and the need for a greater variety of levels. They added that the level might be designed in various learning contents to match the skills of the students by saying: *materinya bisa ditambah banyak* (the materials can be expanded further), *semoga level latihan dari pemula sampai expert diperbanyak* (hopefully, the practice levels from beginner to expert can be increased). Generally, the findings revealed that students' concerns primarily revolved around the need for richer content and clearer feedback. While students generally welcomed the application's advantages, this concern highlights key areas for refinement to improve its effectiveness in interpreting practice.

The above finding indicated that students also expressed the need for more diverse and challenging materials. In terms of interpreting practices, variety in materials can be considered as the variation of prosodic elements. Therefore, this feedback aligns with Yenkimaleki & van Heuven (2018) and Ye (2020), who argue that digital tools must reflect the variability of real-world interpreting, including fast speech rates, regional accents, disfluencies, and domain-specific terminology, to support purposeful planning in professional contexts. Furthermore, authenticity is also necessary for developing adaptive interpreting strategies (Pratama & Rohmatika, 2025; Sandiarsa, 2025).

Pedagogical and technological implications of the feasibility of 'InterpreLab'

The overall findings suggest that 'InterpreLab' can contribute positively to the development of early interpreting skills, particularly in the scopes of active listening, shadowing, paraphrasing, and recalling. However, it must be underlined that the response of the application depends on the students' cognitive capacity, digital literacy, and the stability of technological design, which can be areas for further research in the future.

From the pedagogical point of view, the features of 'InterpreLab,' which provide audio with various themes, can be one of the media to stimulate students' initial development of interpreting competence. Wang & Wang (2019) further state that the use of technology in interpreting teaching can be particularly helpful for students with higher language proficiency. This statement is in line with the phenomena found in the researchers' classroom activities, where some students possess stronger listening skills, allowing the audio materials in 'InterpreLab' to effectively strengthen their memory and recall abilities. Conversely, there were still some students who continued to struggle with listening comprehension. As listening is the basic requirement in interpreting skill development (Ma, 2013), low listening comprehension may affect the students' capacity to follow and process the audio input (Wang, 2016; Herrero, 2017). This phenomenon reflected the heterogeneous capabilities of students' listening skills, and thus, 'InterpreLab' can be one of the solutions for providing students with more listening practice.

Learners' responses regarding the limited variety and authenticity of audio materials in 'InterpreLab' highlight another key implication. Ye (2020) underlines that authentic, real-world materials are essential for preparing interpreting students for the unpredictability of actual interpreting contexts, especially in terms of accents, delivery rates, and spontaneous discourse. It means that technology should situate learners in realistic communicative scenarios rather than simplified tasks. Therefore, 'InterpreLab' still requires further

development, particularly in its materials, including: diversifying speech types, delivery speeds, speaker accents, and more natural human-like voices, to fully meet pedagogical expectations for authentic situated learning. Besides, considering the aspect of MICE industries where interpreters' roles are usually required, the topics of the audios might be focused on the MICE activities, including speeches at conferences or meetings, tourism guides, etc.

The previous findings also underline the requirement of lecturers' mediation to guide task sequencing, modeling, and reflective activities. This is coherent with Sawyer (2004) and Hansen and Shlesinger (2007), who highlight that the establishment of technology must be a supportive medium rather than a replacement for guided instruction from lecturers. Thus, the pedagogical effectiveness of *InterpreLab* depends greatly on how instructors integrate it within the broader instructional framework. The results also indicate that interpreting trainers must equip themselves with digital literacy related to interpreting pedagogy (Li, 2024). This competence would enable interpreting trainers to design a syllabus that involves the application of technological tools so that the learning process can be arranged more systematically. Besides, interpreter trainers are also expected to encourage the students to become more independent and self-regulated learners (Chen & Huang, 2022). Such a pedagogical scaffolding method is necessary as the use of technology-assisted tools in interpreting education requires the students' awareness in developing interpreting competencies beyond the classroom setting.

From a technological standpoint, the findings indicate that the platform develops students' chances for independent practice beyond classroom activities. These findings offer an alternative to the lack of practice problems found in interpreting classroom activities (Hansen & Shlesinger, 2007; Pratama & Rohmatika, 2025). 'InterpreLab' is a promising technology-assisted tool for interpreting, as it offers independent learning, which offers controlled exposure, built-in repetition, and self-paced practice (Fantinouli, 2018). This aligns with evidence from Hansen and Shlesinger (2007), which presents that technology-based tools enable interpreting students to arrange their own practice schedule and engage in repeated exposure without temporal or spatial constraints. Considering this finding, 'InterpreLab' serves as an extension of classroom training, helping address the persistent challenge of limited in-class interpreting practice time.

Learner experience and design consideration for the improvement of 'InterpreLab'

Learners' experiences with 'InterpreLab' offer fundamental comprehension into how the platform currently supports interpreting learning and which areas require refinement. Generally, the students expressed positive views of the platform's functions, indicating that the design aligns with established principles of computer-assisted interpreting (CAI) in the context of interpreting pedagogy. Students reported that 'InterpreLab' provides a clear user interface, which allows them to practice repeatedly without confusion. The finding resonates with Hansen and Shlesinger's (2007) argument about teaching, which holds that digital tools reinforce learner autonomy when they provide transparent goals, accessible functions, and structured task sequences. Many students emphasized that 'InterpreLab' made it easier to "break down" the listening task, confirming that the play and pause functions help students to manage comprehension more effectively. Although the recording feature has not been established, the play and pause buttons enable the students to monitor comprehension

problems, identify weaknesses, and improve their interpreting ability. This finding is in line with previous studies stating that repetitive listening is beneficial because it provides learners with greater control over the interpreting process and facilitates gradual skill development (Sandrelli & Hawkins, 2006; Fantinuoli, 2023; Al-Fraihat et al., 2020).

Learners also experienced the chance for independent practice, which has been consistently identified as essential in bridging the gap between classroom instruction and real-world interpreting demands. Wang (2015) and Pratama & Rohmatika (2025) highlight that interpreter training traditionally suffers from insufficient time and a reliance on teachers' assistance; digital environments can meaningfully expand practice opportunities and facilitate purposeful practice. Students' use of 'InterpreLab' in flexible, self-directed ways shows the platform's feasibility as an extension of classroom-based learning. It strongly proves that TAM can help explain how students' experiences with InterpreLab may influence their acceptance and willingness to use it for interpreting practice (Scherer et al., 2019). InterpreLab can therefore be positioned as a discipline-specific application of the broader relationship between educational technology and student engagement (Bond et al., 2020; Martin & Bolliger, 2018).

These findings provide a broader rationale for exploring technology-assisted tools such as InterpreLab in interpreting education. By offering additional opportunities for interpreting practice, InterpreLab may help address the limitations of classroom-based activities and support more flexible learning. However, the technical and pedagogical concerns identified in the present study, including audio quality, interface navigation, content availability, and the need for feedback, suggest that the educational value of a digital tool depends on how effectively its features are integrated into instructional activities. This interpretation is consistent with Sung et al.'s (2016) as well as Kirkwood and Price's (2014) finding that the effects of technology-supported learning vary across different instructional approaches. Nevertheless, the present study evaluates the feasibility of InterpreLab rather than its direct impact on interpreting performance. Consequently, its positive feasibility findings should not be interpreted as evidence of improved learning outcomes. Future research should examine whether sustained use of InterpreLab produces measurable improvements in interpreting accuracy, fluency, and overall performance.

Conclusion

This study highlights that 'InterpreLab' holds promising potential as a pedagogical tool for supporting early development of interpreting training. The application's structured features effectively scaffold basic interpreting skills in active listening and short consecutive delivery. These results align with the principles of interpreting pedagogy, which underpins the role of technology in providing training exposure for novice interpreters. Nevertheless, the feasibility of 'InterpreLab' is shaped by essential pedagogical and technological considerations. The platform's advantages are prompted by the learners' cognitive readiness, digital literacy, and proficiency level, consistent with empirical findings showing that the technology tools can elevate cognitive load for novice interpreters. Some technical problems, such as audio inconsistency and non-optimal visual layouts, also affect fluency and disrupt task engagement. These factors underline that technological dependability and interface clarity are central to supporting learners' focus and reducing unnecessary cognitive load. Learners' experiences show that though the platform supports independent exercises and

practices, which are considered key aspects of modern interpreting education, there is a strong need for greater authenticity and variety in materials, improved interface design, and enhanced feedback features. These perceptions note that 'InterpreLab' must remain evolving to meet the pedagogical demands.

Overall, incorporating 'InterpreLab' into the interpreting classroom requires careful instructional preparation and teacher mediation. This study still has some limitations in some aspects. It has limited evidence of actual interpreting skill improvement and limited generalizability. It also shows technical limitations of the platform and insufficient feedback and assessment support. It also provides a limited variety of learning materials and lack of lecturer involvement. Therefore, future research needs to measure interpreting performance before and after students use InterpreLab and involve participants from multiple universities and diverse educational backgrounds. In addition, further study also needs to improve audio clarity, text-to-speech naturalness, interface usability, and navigation as well as incorporate structured feedback, performance rubrics, progress tracking, and, where appropriate, automated feedback on interpreting performance. Furthermore, it also needs to expand the range of practice materials, including authentic speeches, diverse accents, different subject areas, and graded exercises for beginners and advanced learners as well as compare independent platform use with lecturer-guided practice and examine how different teaching strategies influence students' learning outcomes.

Declaration of the use of AI assisted technologies

During the preparation of this manuscript, the authors used ChatGPT for brainstorming and creating research outlines, as well as Grammarly for editing assistance to improve grammar and readability. The authors reviewed and revised all outputs from these tools and took full responsibility for the final content of the work.

Credit authorship contribution statement

Wildi Adila: Conceptualization, Formal analysis, Funding acquisition, Investigation, Methodology, Project administration, Software, Supervision, Validation, Writing – Original draft, Writing – Review and editing; Ikke Dewi Pratama: Conceptualization, Data curation, Formal analysis, Funding acquisition, Investigation, Software, Visualization, Writing – Original draft, Writing – Reviewing and editing; Muhammad Azfa Alfarisi: Software development.

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Declaration of competing interest

The authors declare that there are no competing financial interests or personal relationships that could have emerged to influence the work reported in this paper.

Ethics approval and consent to participate

This study involved voluntary participation. All participants were informed about the objectives and procedures of the research, and informed consent was obtained prior to data collection. Participants' identities and personal information were kept confidential. No formal ethics committee approval was obtained.

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