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Encoding and Decoding Challenges in Consecutive Interpreting: Insights from Student Training Programs

Abstract

Novice interpreters face significant challenges in mastering the components of Consecutive Interpreting due to the multiple difficulties they encounter during training. They must first learn how to understand spoken messages and practice the skills of encoding, note-taking, decoding, and orally interpreting those notes to spoken messages. This study investigates the key challenges faced by student interpreters in the consecutive interpreting course by examining four basic elements, including comprehension, encoding notes, decoding written notes, and providing final delivery. This study included a sample of students from the Translation Department, where data were obtained from 409 students through a structured questionnaire using the Likert scale rating system. The training of student interpreters faces significant obstacles in all areas, with note-taking and comprehension having become major obstacles to academic progress. Poor comprehension skills cause additional obstacles at all different stages of interpretation. The research emphasizes the need for specialized teaching methods to be implemented to improve interpreter training by managing targeted challenges. The findings of the research contribute to translation studies by providing concrete pedagogical strategies for both teachers and trainees, and even curriculum developers who seek to enhance students' abilities to deal with consecutive interpreting tasks.

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تحديات الترميز وفك الترميز في الترجمة التعااقبية: لمحات من برامج تدريب الطلبة

م.م لمياء رشيد العلي/ قسم الترجمة / كلية الآداب / جامعة البصرة

المستخلص

يواجه المترجمون المبتدئون تحديات كبيرة في إتقان مكونات الترجمة التعااقبية بسبب الصعوبات المتعددة التي تواجههم أثناء فترة التدريب. إذ يجب عليهم أولاً تعلم كيفية فهم الرسائل المنطوقة، قبل أن يشرعوا في ممارسة مهارات الترميز وتدوين الملاحظات، وفي الوقت ذاته فكّ ترميز هذه الملاحظات وتحويلها شفويا لترجمة النصوص المنطوقة. تتناول هذه الدراسة التحديات الرئيسية التي يواجهها طلبة الترجمة في مساق الترجمة التعااقبية من خلال فحص أربعة عناصر أساسية، هي: الفهم، وتدوين الملاحظات وترميزها، وفكّ رموز الملاحظات المكتوبة، وتقديم الترجمة النهائية. شملت الدراسة عينة من طلبة قسم الترجمة، حيث تم جمع البيانات من 409 طالبا باستخدام استبيان منظم قائم على مقياس ليكرت. وقد أظهرت النتائج أن تدريب المترجمين على الترجمة التعااقبية يرافقها عقبات كبيرة على عدة أصعدة، حيث أصبحت مهارات تدوين وترميز الملاحظات والفهم أبرز العوائق أمام التقدم الأكاديمي. كما أن ضعف مهارات الفهم يُشكل عقبة إضافية في مختلف مراحل الترجمة التعااقبية. وخُصت الدراسة الى ضرورة تبني أساليب تدريس متخصصة لتحسين تدريب المترجمين من خلال التعامل مع التحديات المستهدفة. كما وتُسهم نتائج البحث هذا في دراسات الترجمة من خلال تقديم استراتيجيات تعليمية ملموسة يمكن أن تُفيد المدرسين والمتدربين، بل ومطوري المناهج الذين يسعون لتعزيز قدرات الطلبة في التعامل مع مهام الترجمة التعااقبية. الكلمات المفتاحية: الترجمة التعااقبية، المترجم المبتدئ، ترميز الملاحظات، فك ترميز الملاحظات، تدوين الملاحظات، مصممي مناهج الترجمة التعااقبية.

1. Introduction

Consecutive Interpreting (henceforth CI) requires competence in cognitive functions, language skills, and technical expertise. A skilled interpreter encodes from spoken chunks and then decodes these notes into fluent spoken speech. Trainees in CI face significant barriers due to the complex approach that surrounds the entire interpreting process. So, if they want to excel in CI, they must demonstrate strong skills both in language abilities and subject knowledge, as well as the ability to write notes and express them fluently in the target language. The varying complexities of interpreting

suggest that researchers must identify the specific challenges that students face as they develop their approaches.

In educational settings, the challenges of CI often manifest in four primary aspects: Students must master source comprehension, encoding through note-taking, decoding written content, and then accurately delivering the message. The entire process depends on comprehension because inadequate understanding of the original speech creates errors during the output stage. Encoding notes stands as a fundamental skill that demands students to optimize their speed and maintain both order and significance of understanding. Many students experience difficulties when attempting to merge active listening techniques with organized note-taking methods that result in inadequate and messy notes. Decoding notes difficulties in the delivery phase frequently produce hesitations, omissions and errors during interpreting. Fluent and accurate delivery of interpreted messages in the target language presents challenges that include linguistic gaps, which could create fright and limited confidence (Dam, 2021; Jia, 2023).

This study investigates student challenges during CI training as they persist despite ongoing attempts at resolution. This study employed research data from 409 students studying in the Department of Translation and through structured questionnaires with a Likert scale to assess the specific challenges in the four mentioned aspects. This research prioritizes identifying specific student difficulties to help educators and curriculum designers create better teaching systems and support approaches. Addressing these difficulties becomes vital to improve future interpreter competence while advancing interpreter education approaches.

2. Literature Review

Techniques of CI demand mastery of cognitive domains and linguistic skills, along with technical ability, for which new interpreters encounter significant difficulty. Numerous researchers throughout the years studied multiple components of CI,

beginning with message comprehension, together with encoding notes methods and memory sustainability up to communication excellence. Research studies show how different factors interact within interpretation because weak performance in any area creates a negative effect on final interpretation quality.

CI is the process of interpreting after the interlocutor has completed his or her speech in the source language and pauses while the interpreter transmits that information (Russell, 2005). Hatim and Mason (1997) suggested that CI functions as a communication method requiring interpreters to grasp portions of speech, maintain meaningful content then generate target language interpretation when speakers pause between segments. According to Morell (2011), interpreting process has three basic stages. The first is understanding the intended meaning and discourse in the source language and the multicultural system. The second is paraphrasing, which is, in short, an invisible mental process and is very difficult to make visible to students in the classroom, at least in the undergraduate teaching and learning process. The third is re-expressing or re-pronunciation of the basic information in the target language and the multicultural system, which is always constructed from notes already encoded to some extent to save time and memory so that the translator can understand it satisfactorily by the audience he is addressing.

CI, being one of the oral variants of translation, relies heavily on memory. When working with small chunks of speech consecutively, the interpreter employs mid-term memory, which is often used to comprehend speakers' intentions. Consecutive interpreters resort to using long-term memory when the storage of information takes place on a newly created neural pathway, meaning that information might be available weeks or even years later (Zhong, 2001).

According to Ying (2010), as cited in Gallay (2022), consecutive interpreters are usually encouraged to allocate their attention to processing information using filtering (attention to the main concepts of the source), reordering (using a multi-layered

schema of concepts), and reproducing (using linguistically explicit, audience-oriented structures to reproduce concepts). The listening and analysis effort refers to all comprehension-oriented operations, from analyzing the sound waves transporting the speech to the interpreter's ear, to recognizing the linguistic elements of the language, to the final decisions made regarding the "meaning" of what was said (Gile, 2009:162). However, interpreting is considered a complex mental activity that involves the linguistic, pragmatic, communicative, cognitive, and psycho-affective processes, and its main feature is the linguistic transfer of meaning from the source language into the target language generated in the form of an oral output (Walczynski, 2019).

According to Ayupova (2016), the first competence that a teacher refers to for trainees is listening and understanding. The work on developing this competence should begin from the first days of their studies, and the work should be continuous. Listening is considered an intelligent process because the interpreter not only understands what he has heard but also processes the information and distinguishes the primary from the secondary, which may add some supplementary details.

3. Theoretical Framework

Consecutive interpreting consists of a series of interdependent tasks; interpreters have to understand the source message, encode notes that capture the most important points, decode the recorded notes into the target language then deliver an accurate rendition in the target language. Through this theoretical context, the framework then locates an understanding of the dynamic interplay of comprehension, note-taking and delivery skills, all of which are necessary to learning CI. It also incorporates insights from pedagogical theories that apply to interpreter training, stressing that competency development in this area is to be systematic. This privileged starting point serves as the basis for a rigorous treatment of the problems encountered by students during the process of CI training and for the creation of methods to improve their performance.

3.1 *Message Comprehension*

In CI, understanding the message is a foundational skill for novice interpreters who are in training. However, this process is simply an inversion of the targeted objective, which not only needs to comprehend the content on the surface of the source speech but also its meaning, intent, and sub-meaning. This is getting trainees skilled in active listening that reveals key ideas, implied meanings, and the emotional tone of the speaker (Tripornchaisak, 2023). Active listening is important as it facilitates the interpreter to focus on the speaker's message without any distraction from other details or external factors (Neal Baxter, 2012; Al-Okaidat, 2019). Interpreting studies research stresses that novices usually find comprehension difficult for an insufficient amount of experience in different linguistic and cultural contexts, essential for correct interpretation (Gile, 2009). By addressing these gaps during training, one can enhance their cognitive flexibility, enabling them to adapt their processing to handle complex and dynamic speech.

Novice interpreters require more than language skills to understand the message because they must also acquire cultural knowledge and understand the context. They need to develop skills that separate main and supporting content while maintaining the core message meaning, instead of repeating each word exactly. Basic training methods that incorporate summarization, together with paraphrasing and inferential analysis, are utilized to enhance effective message comprehension for students. During CI, it becomes crucial for interpreters to recall the original speech content either by memorization or note-taking before converting it into the target language. Poor understanding of the message leads to misinterpretations, where information gets left out or distorted, or inaccurate information gets inserted. Accurate and meaningful interpretations for audiences could become achievable for novice interpreters through mastery of understanding, and this skill forms a strong base to develop their future

professional practice (Chang, 2007; Yan, 2019; Morais, 2021; Abdulrahman & Al-Jubori, 2025).

3.2 Message Encoding

The practice of encoding in CI involves turning verbal statements into paraphrased symbolic statements, abbreviating text through written notes, or using symbolic indicators and keywords. Interpreters must perform this crucial step to effectively summarize the core message content into abbreviations and symbols to reduce mental fatigue. When interpreting speech, a professional should break down flowing speech into substantial parts and establish coding symbols or abbreviations that match their comprehension of linguistic structures and contextual meaning. It is recommended that interpreters apply abbreviations along with logical symbols while establishing structure in their note-taking methods to boost memory recall. The process of coding extends beyond transcription since it requires analytical skills to rate information importance and organize processing data (Rozan, 1956; Yang, 2016; Banah, 2022; Maafa & Maina, 2022).

The quality of encoding depends heavily on two factors: the interpreter's knowledge of the subject matter, as well as their skill to predict important points that will emerge in the speech. Interpreters benefit from standard terminology symbols, which transform causality into arrows and plus/minus symbols to enhance their work efficiency. Excessive note-taking interferes with both active listening skills and message comprehension by causing the message to become fragmented or incomplete. Interpreters who create their own organized note-coding approaches achieve better performance in CI because their system lets them take notes effectively without losing track of the overarching discourse understanding (Kim, 1994; Gile, 2009; Stone, 2014; Gillies, 2017).

3.3 Message Decoding

Developing note-reading abilities forms a fundamental requirement for proficient CI since it influences both accuracy levels and message coherence and speed. During CI, interpreters use organized note-taking methods to capture informational content, which they later transform into spoken interpretations while keeping meaning loss to a minimum. Reading and decoding notes effectively remains essential for interpreters because failure to do so leads to misinterpretation, omission, or distortion of information, which affects communication quality (Jones, 2002). Successful CI requires proficient note-reading skills, which guarantee both correct message outcomes and clear interpretation delivery. Interpreters use their notes by combining personal cognitive processing symbols with abbreviations and keywords that differ from typical written structures. The main difficulty in this process requires the interpreter's speed and accuracy to reconstruct original information after compressing the notes into cryptic symbols. They must also maintain a cohesive narrative structure. Gile (2009) explained that note decoding needs interpreters to obtain the meaning of the message, together with structural elements and speaking intentions at the same time. Any mistakes made during note interpretation result in misspellings as well as inaccurate information that impacts the quality of information transmission. The effectiveness of note-reading depends on three main factors according to Jones (2002): clear organization of notes combined with logical structuring, followed by thorough knowledge of the notation system. Poor note-taking consistency makes decoding harder to accomplish.

According to academic research studies, the capability to quickly decode written information develops through deliberate instruction along with practice sessions. Gillies (2017) explained that interpreting professionals should build unconscious abilities to detect note patterns that demonstrate the connections between various notations within specific spoken content. According to cognitive load theory (Gile 2009), when interpreting becomes easier, it reduces mental effort and allows

interpreters to concentrate on rephrasing and delivering the message instead of struggling with their notes. AIIC (2015) provided guidance for interpreters because they need to regularly assess and optimize their note-reading approaches to maintain effective operation during urgent situations. By mastering note reading and decoding techniques, an interpreter improves their overall speed as well as accuracy and fidelity when delivering the original message.

3.4 Message Delivery

Once note-taking ends in CI, the interpreter proceeds with decoding those notes and then delivering the message. The final stage of interpretation brings the interpreter to the forefront when they deliver the converted source message through speech to the target language audience. The delivery of messages requires professional language skills together with strong self-assurance and efficient communication methods for interaction between audiences. Fresh interpreters' training faces difficulties converting their source message insight alongside their written notes into a precise, coherent interpretation for the target language. Interpreters who perform delivery must simultaneously execute three important cognitive responsibilities by obtaining information stored in their memory or notes, creating correct and culturally fitting language structures and sustaining the speaker's desired tone and style. A skilled interpreter should convey source content effectively, so listeners receive an unbroken and original-sounding message through their interpretation (Russell & Takeda, 2015; Ying, 2017; Rădulescu, 2017; Moser-Mercer, 2023).

Novice interpreters must learn to deliver their messages effectively because it directly affects their professional readiness and credibility. Inexperienced interpreters encounter frequent barriers in their work, including fear of performing, irregular speaking pace, and uncomfortable verbal pauses, which result from insufficient preparation or insufficient practice. Effective training consists of three main components, including public speaking exercises, mocking interpretation sessions, and

feedback through which students can practice building confidence in their delivery skills. Learning to deliver a clear and accurate interpretation takes precedence over fast speech so that the audience receives well-organized content from novice interpreters. An interpreter's mastery of delivery depends on their understanding of audience requirements, which include awareness of both cultural elements and the level of formality present in each situation. Effective message delivery serves novice interpreters in two ways: it enhances their performance and builds their confidence for authentic interpreting situations (Ongalo, 2021; Del Giovane, 2022; Phan, 2025).

4. Methodology

4.1 Study Importance

The research explores the main difficulties and challenges faced by interpreter students during their CI training, as this constitutes a critical aspect of developing interpreting professionals. It also analyzes the essential competencies required, including message comprehension, note encoding, note decoding, and the effective delivery of messages, to improve teaching methods in translator training institutions. The research also provides practical knowledge and insights to enhance both teaching practices and curriculum development in interpreter training programs so that students have a better learning experience.

4.2 Study Problem

The critical nature of CI for professional work presents multiple challenges that students face throughout their training programs. Such challenges prevent them from delivering accurate interpretations while encoding, decoding and processing information efficiently. The exploration of these challenges investigates the various obstacles affecting student learning at the Department of Translation, specifically.

4.3 Study Hypotheses

The study hypothesizes that:

- a. Students encounter major obstacles in their CI training process, which affect all four stages, including understanding messages, encoding notes, decoding already written notes, and oral interpretation delivery.
- b. Different challenges in CI mutually strengthen one another since difficulties at one stage tend to create additional difficulties throughout the process.
- c. Implementation of specific training methodologies provides solutions to these difficulties and leads to improved performance in CI for students and promotes better overall competency levels.

The research utilizes a descriptive-analytical method to recognize and evaluate the student experiences around these issues. Through this method, the researcher gains quantitative data about difficulty prevalence levels, simultaneously collecting qualitative information that reveals the root causes of these issues.

4.4 Study Method

The study method combines descriptive and analytical approaches to recognize and evaluate the student challenges effectively. Through this, the research method allows both numeric measurements of particular difficulties alongside comprehensive assessments of their fundamental issues. The research targets Third-Year Students in the Department of Translation, where CI is considered a fundamental curriculum. The researcher utilizes a sample of 409 students. The study collected data through a pre-designed questionnaire that focused on evaluating student difficulties in CI training. The study applied a 4-categories Likert scale to evaluate the intensity of encountered challenges (Never, Rarely, Sometimes, Always). Eliminating *neutral* responses stands as a principal reason to implement a 4-point Likert scale since this format requires participants to adopt a definite position. Studies have shown that removing neutral response options supports this approach, as in certain studies, it causes respondents to either remain uncertain or choose the neutral option to avoid strong statements. Krosnick (1991) revealed that eliminating neutral response choices cuts down on

satisficing decisions, which forces respondents to engage with questions rather than simply picking middle options without analysis. Weijters et al. (2010) analyzed the impact of scale formats on response behaviors through research that proves forced-choice scales help respondents deliver substantive results.

The study provides detailed information about the challenges students frequently encounter, helping researchers discover meaningful trends and patterns. After collecting the responses, the data were statistically analyzed using Microsoft Excel to perform basic statistical operations by calculating frequencies and percentages for each question asked in the questionnaire. This is followed by an explanation and analysis of the data, supported by graphs that help present results clearly and accurately. This analysis would explain and interpret the data obtained, providing objective basics for discussion and final outcomes, as well as contributing to understanding the general distribution of opinions to help provide a clear analysis of the results and support research conclusions based on given data.

5. Dataset Analysis

5.1 Challenges of comprehension and understanding

a. CI novice interpreters find it challenging to grasp spoken words accurately

CI requires novice interpreters to overcome the primary is their ability to understand spoken words accurately. The collected data reveal 10% of students consistently encounter this problem, but sometimes it occurs for 56% of students. Results show that 12% of students do not face comprehension issues, yet 23% encounter them rarely, and 56% experience them sometimes, with 10% facing this challenge all the time. The data reveal comprehension challenges occur too frequently and substantially for half of the student population, despite not being permanent for most students. The difficulties in understanding occur primarily from unknown vocabulary and fast-paced delivery, as well as complex sentences and different speech accents. The successful interpretation of messages depends on complete comprehension; therefore, solving this problem demands urgent attention. Training programs should include a curriculum of active listening, diverse speech pattern experience, and key concept identification approaches to help students improve their comprehension abilities and interpreting performance (see Figure 1).

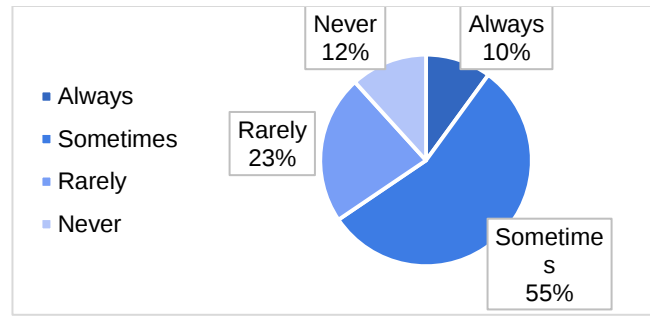


Figure 1: Challenges of grasping spoken words accurately.

b. Students find it difficult to recall essential numeric values and person names during interpretation.

Many interpreting students struggle to remember essential contact information and names, according to statistical data. Among all students who participated in this survey, 42% experience difficulty in keeping track of precise details, but 13% consistently struggle with this aspect. Among the participants, 29% do not face interpreting difficulties, yet another 17% have never experienced such problems. Numerical data, along with names, frequently comprise essential elements for interpreting messages, but any mistakes involving these items directly impact the accuracy and credibility of spoken interpretation. Students frequently encounter this problem since it results from their limited ability to process and remember exact information in addition to handling a complex interpretation task. Trained interpreters should focus on mnemonic strategies that include visualization and repetition and develop efficient scripting methods for numbers and names to enhance the accuracy and self-confidence that characterizes their communicative delivery (see Figure 2).

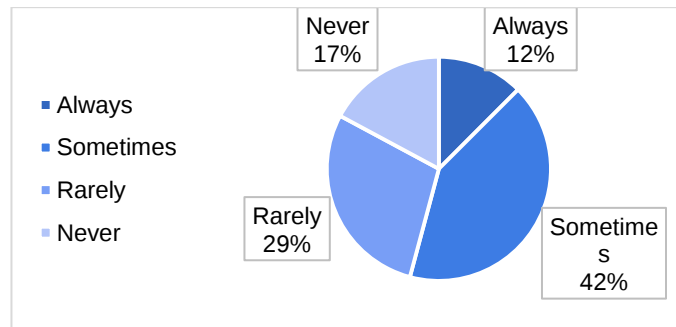


Figure 2: Challenges of recalling numeric values and names

c. The speaker's rapid speech causes difficulty for the interpreter to understand the message

The quick pace of speech presents a major challenge to novice consecutive interpreters because they struggle to follow it. Data reveal that a combined 78% of students either always or sometimes struggle to understand fast speech from speakers. According to the data, 13% of participants face this difficulty only occasionally, whereas 9% have never faced it at all, and 13% face challenges often. The speed of delivery overloads the cognitive system of interpreters, leading to more difficulty in note-taking and idea extraction, as well as preparation for their delivery. Novice interpreters face this problem intensely because they lack sufficient experience with handling speedy auditory input. Training programs should dedicate their efforts to instructing interpreters about important techniques that include information chunking as well as pattern recognition in fast-paced speech and active listening development. Multidirectional exposure to quick-paced audio files during practice allows students to adapt to this environment and improves their performance quality during anxiety-producing situations (see Figure 3).

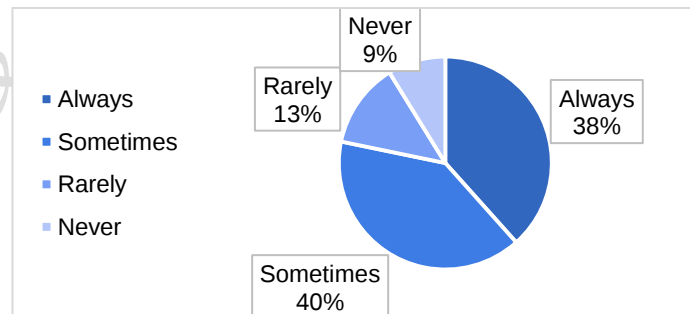


Figure 3: Difficulty caused by the speaker's rapid speech.

d. Facing difficulties in speech comprehension due to lack of experience in CI

Lacking proper training and practice in CI acts as a main factor that hinders speech understanding based on the studied data. The data shows that insufficient training leads students to always experience difficulties in understanding (35%) or they experience this issue sometimes (42%). Few students (8%) do not link their interpreting challenges to inadequate practice experience, while only 15% rarely encounter these difficulties, but 35% together with 42% find that such difficulties occur consistently. Results demonstrate how properly designed and systematic training is essential to develop essential interpreting competencies. The absence of adequate interpreting practice scenarios leads students to develop weak skills in understanding spoken material, along with low confidence and inadequate techniques (see Figure 4).

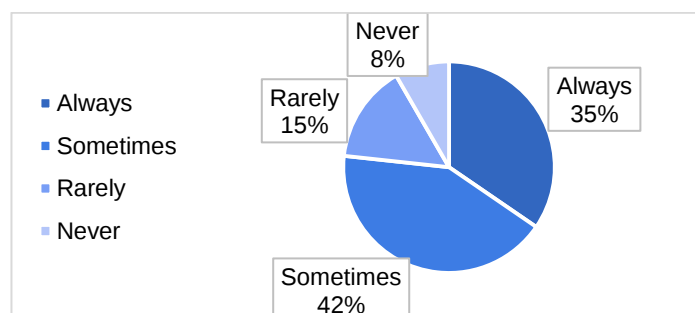


Figure 4: Difficulty of lacking proper training and practice.

e. Difficulty attributed to distracted attention and hard to concentrating on the speaker

Several students in CI find it difficult to listen to the speaker because they encounter frequent distractions as well as concentration problems. A total of 65% of respondents either always or sometimes lose their ability to pay attention to the speaker's content. The results show that 21% encounter distractions occasionally, yet 16% never experience a lack of focus during interpretation. When interpreters lose their concentration, their entire work becomes affected by errors in both interpretation and note-taking. New interpreters commonly encounter this problem because of environmental factors as well as cognitive overload and performance-based anxiety (see Figure 5).

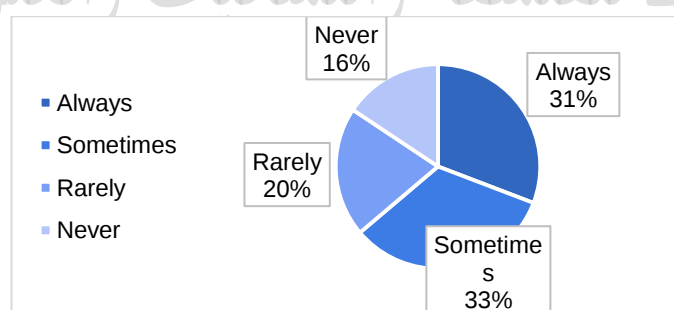


Figure 5: Difficulty attributed to distracted attention.

5.2 The encoding process as a major hurdle to interpreter performance

a. Difficulty in writing down notes due to insufficient understanding of spoken language

Writing notes proves challenging because students in CI fail to understand spoken words. Note-taking challenges due to this reason are experienced either always (9%) or sometimes (35%) by students. Among the student group, 29% avoid this encoding and note-taking challenge completely, while another 26%

barely experience it, but 9% always encounter this difficulty. The inability to comprehend the input material leads to poor note-taking quality because interpreters cannot record what they do not understand well (see Figure 6).

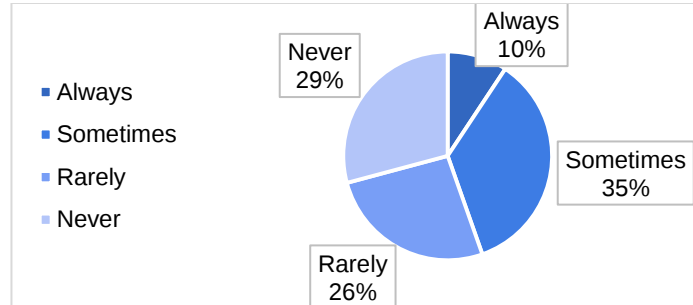


Figure 6: Note-taking challenges due to insufficient understanding of spoken language.

b. Fast speech pace creates obstacles for students when encoding and writing notes

Students encounter significant difficulties in note-taking throughout CI when the speech transmission happens at a fast pace. The data shows that 34% of students must face the challenge of writing notes as the speaker moves fast at all times, and 41% encounter this problem sometimes. According to the survey results, 17% of students seldom experience note-writing problems, but 8% never face this challenge. Students face an immense cognitive challenge because this difficulty commonly occurs when they must process quick speech while extracting essential content and quickly note it down in real-time (see Figure 7).

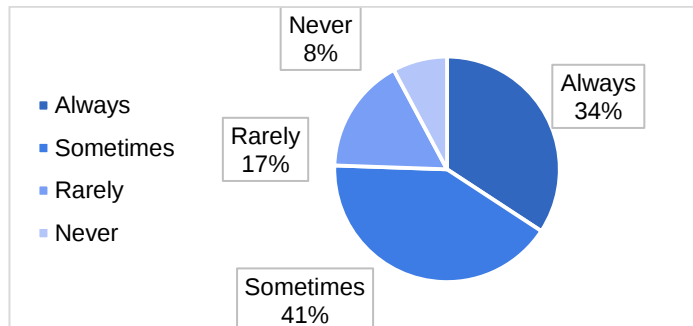


Figure 7: Difficulties in encoding notes because of speech pace.

c. Encoding notes proves challenging because speakers express too much information leading to writing struggles

Many students in CI find it hard to note down information because of the short periods wherein abundant content is delivered. Data indicates that 35% of participants consistently encounter this issue in their studies, while 43% of students report experiencing it intermittently. A small proportion of 15% encounters this issue rarely, while 6% do not experience this problem at all, according to the students' responses. The actual number of resources provided during limited time periods proves challenging because students must process direct focus and document multiple sources simultaneously. The quick delivery of multiple ideas overwhelms new interpreters, causing them to record unsystematic notes that result in performance degradation during interpretation (see Figure 8).

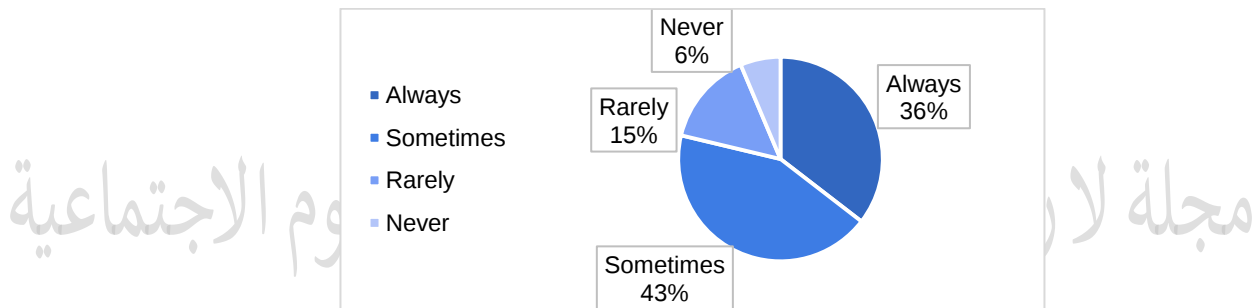


Figure 8: Challenges of encoding notes due to the amount of information given in a short period.

d. Encoding notes becomes challenging because beginners need ample training to understand the proper way of using symbols and abbreviations in their notes

Assessing the skill of encoding symbols and abbreviations stands as a key barrier for novice consecutive interpreters because they need proper training on these note-taking methods. The data demonstrates significant challenges where students encounter note-taking problems, since 49% face this difficulty all the time and 31% experience it intermittently. This shows the broad requirement for specialized training in encoding and taking notes. Student note-taking challenges exist for 49% of learners regularly, and for 12% of learners who experience them infrequently, with 8% who do not encounter this challenge at all. The efficient note-taking practice of employing symbols and abbreviations enables interpreters

to speedily document intricate information effectively. Standard writing methods used by students who lack proper training cause delays in encoding and note-taking because they become too slow for quick interpreting activities (see Figure 9).

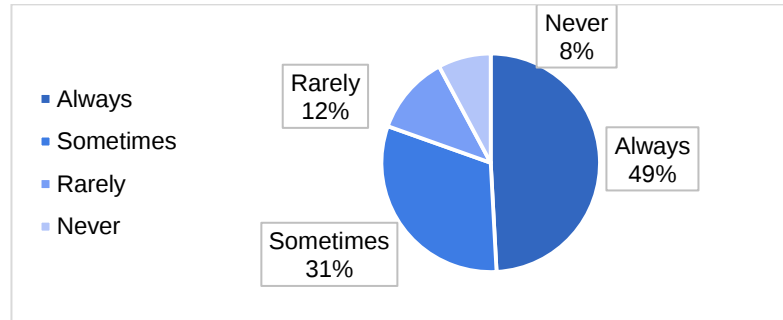


Figure 9: Difficulty in taking notes due to poor training in encoding symbols and abbreviations.

5.3 Major obstacles when decoding and processing the already-taken notes

a. The duration it takes to decode and read notes creates a delay that affects the interpretation process

The process of reading notes causes delays for many interpreter students, as the research data demonstrates. The survey reveals that delays due to note interpretation take place for 17% of respondents and sometimes for another 29% of respondents. Accordingly, 31% of students do not experience such delays, yet 23% of students avoid such delays, and 17% and 29% of students experience this issue sometimes and always, respectively. The pace at which students decode their notes impacts the interpretive flow for many students, which consequently harms audience defence and engagement levels (see Figure 10).

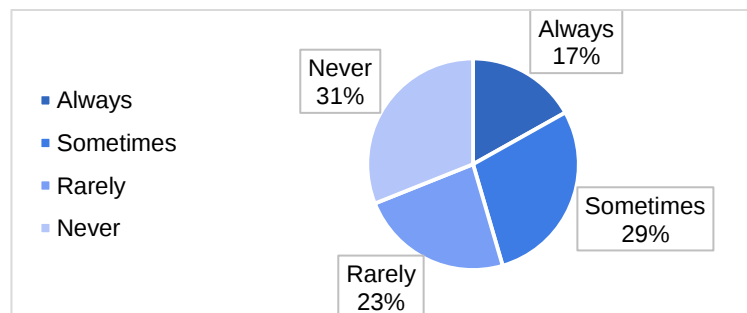


Figure 10: Decoding and reading notes create a delay.

b. Poor readability of the connections between the main ideas

The unorganized nature of notes presents major obstacles to students' note comprehension during CI, as it makes their note interpretation more challenging. The research shows that 20% of students encounter frequent challenges with main idea connections, yet 38% face occasional difficulties, whereas 22% rarely experience these problems. A significant 20% of students do not experience reading challenges with their notes, but 22% only sometimes encounter such difficulties. Numerous students face difficulties understanding the speaker's logical flow in the original message due to unclear notes obtained through note-taking (see Figure 11).

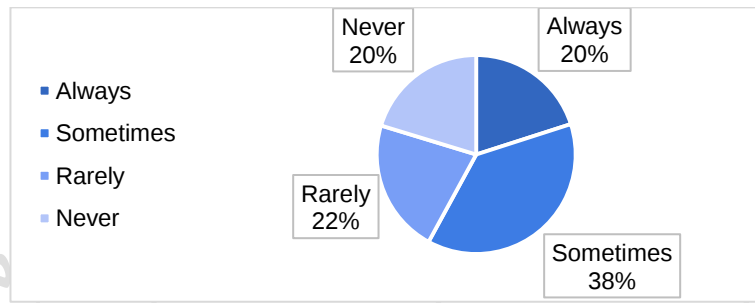


Figure 11: Poor readability of the connections between the main ideas.

c. The unorganized handwriting makes notes hard to be decoded

Some students struggle with the challenges of unclear and disorganized note-writing during CI because it makes note-reading and interpretation more difficult. The survey results show that note interpretation challenges occur persistently for 18% of students and occasionally for 23% of students, while the rest of the students do not encounter this problem. Among students, 33% report that they are not facing any problems with their notes, but 26% experience difficulties only occasionally. The large number of students with disorganized note-taking demonstrates why students should establish clear methods to improve note quality for more effective interpretation (see Figure 12).

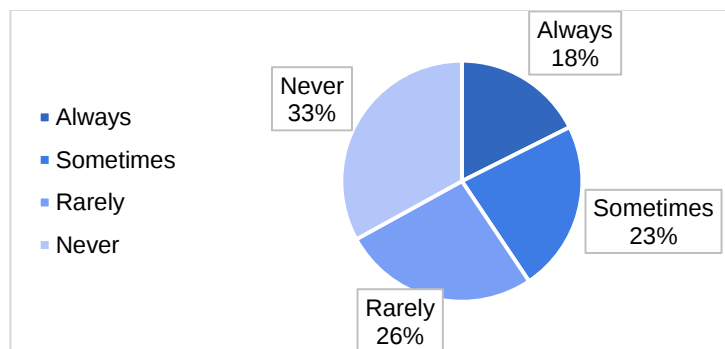


Figure 12 Unorganized handwriting makes notes hard to be decoded.

d. *Poor identification/ambiguity of the written symbols and content*

The process of understanding personal notes creates a common challenge for CI students because it disrupts the interpretation's flow and generates inaccurate results. According to survey results, 35% of students occasionally fail to identify their newly made notes for interpretation, whereas 15% continuously experience this problem. This problem exists only during rare occasions according to 23% of students, but it never happens for 27%. A considerable number of students encounter difficulties understanding their notes, which affects their speed of information retrieval and processing when delivering interpretation (see Figure 13).

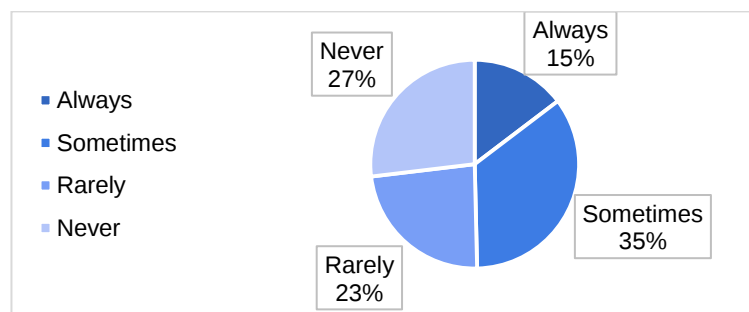


Figure 13: Ambiguity of the written symbols and abbreviations.

5.4 Students encounter expressive problems when start interpreting/delivering the message as a final stage

a. *Being nervous forces one to make inaccurate interpretations*

The data shows that expressive problems present frequent challenges to first-time consecutive interpreters during their delivery sessions. The interpretation accuracy of participants suffering from persistent nervousness was affected due to their constant state of agitation, as shown in 50% of the student group. Survey

participants indicated that 26% of them experienced nervousness occasionally, but 15% reported rare incidents, and 9% never encountered problems. Nervousness occurs frequently among novice interpreters, thus hindering their performance through speech reduction along with verbal errors in the target message delivery (see Figure 14).

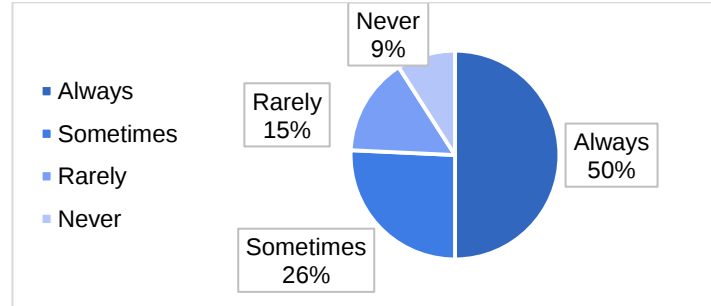


Figure 14: Being nervous forces to make inaccurate interpretations.

b. Students experience stuttering and/or hesitation when delivering the message

The delivery phase presents major challenges to new interpreters through their hesitation and stuttering, yet their interpretation is affected even when they correctly interpret the text. The research data shows that nervousness and stuttering happen always during delivery to 39% of students, with another 29% experiencing these problems sometimes. According to the data, 15% of students experience these problems seldom, but 17% do not experience them at all, and 15% experience these problems rarely. The test results establish that many students face challenges in staying fluent when under stress, even though they demonstrate strong comprehension and effective note-taking skills (see Figure 15).

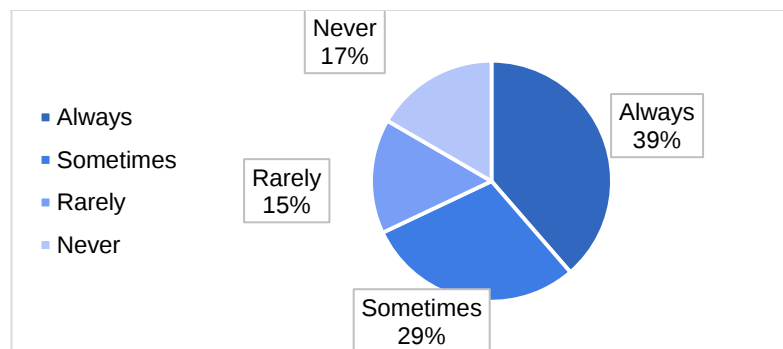


Figure 15: Stuttering/hesitation when delivering the message.

c.Challenges in raising voice during delivery

Students find it difficult to raise their voices during CI with varying degrees of severity. Although these challenges exist at lower levels than nervousness and stuttering, but persist in significant student populations. The study shows that 21% of the participants face difficulties elevating their interpreting voice with consistency, but 16% struggle to maintain vocal projection sporadically. The data reveal that 21% of students seldom deal with voice projection problems, although 42% never experience such difficulties. The results indicate that most students have good voice projection abilities, yet a substantial number struggle with loud vocalization during interpretation because the problem affects audience understanding in noisy or large spaces (see Figure 16).

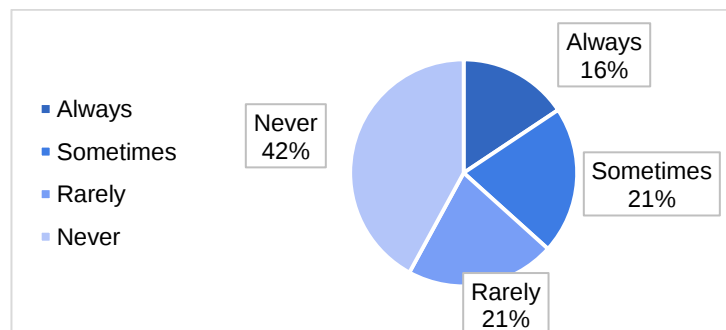


Figure 16: Challenges in raising voice during delivery.

d.Misinterpretation due to lack of confidence

Inexperienced interpreters commonly face two major psychological obstacles, including the inability to feel sure of themselves and the fear of misinterpreting something. The analysis indicates that student interpreters' concern regarding

proper interpretation delivery is experienced by 33% of students during all encounters, but 30% experience this worry on some occasions. A majority of 22% of students report that they do not feel uncertain, and 14% only infrequently doubt their ability to interpret correctly. The delivery phase creates self-doubt at differing intensities for most of the students, through which their performance suffers (see Figure 17).

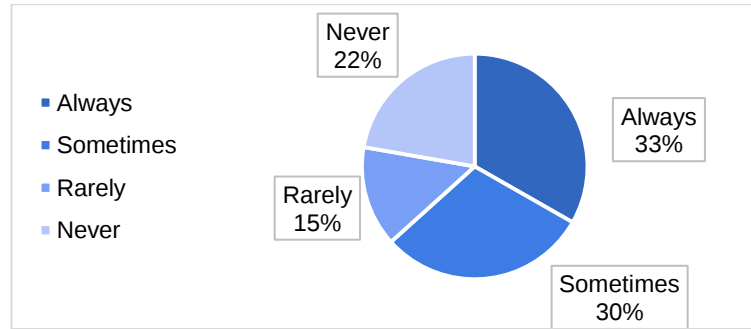


Figure 17: Misinterpretation due to lack of confidence.

6. Discussion

The research shows that poor training and practice in CI adversely affect speech comprehension. While overcoming these barriers, students will gain the competence necessary for becoming a professional interpreter by receiving regular feedback and iterative improvement. One of the issues that many CI students face is a heavy distraction, competing factors, and an inability to concentrate on the speaker. The solutions to these problems involve training students in how to use focus enhancement techniques, including mindfulness training and active listening education. Distraction reduction during interpretation work and proper techniques to deal with stress will make the session more concentrated. The extended concentration that is promoted through training programs makes the interpreters better able to work under demanding or tough circumstances.

Students usually find it hard to take notes when they encounter unfamiliar words or complex sentence patterns and fast speech because these obstacles make it

impossible to determine important information for their notes. The solution necessitates two main educational approaches that combine both active hearing skills development with the note-taking method. Student performance improves when they participate in exercises that show diverse spoken patterns and teach direct use of symbols along with keywords to make the connection between comprehension and message recording.

Student difficulty with note-taking emerges from the dense information flow that occurs during brief periods of time in CI programs. Selective listening instruction helps students focus on essential points in their notes when they listen to audio recordings instead of attempting to record everything they hear. The implementation of symbolic notation coupled with organized note-taking systems enables students to process information better, thus enabling them to extract the core message while avoiding confusion. Training sessions about note-taking principles should become part of addressing this issue, following the model proposed by Rozan (1956) that incorporates logical structures alongside abbreviation methods and custom symbols. Students can enhance their note-taking abilities for accurate interpretation through simulation exercises of real-world interpreting situations, which allow the development of essential skills for producing meaningful brief notes.

The data demonstrates that reading notes during CI causes considerable delays for numerous students. The problem stems from disordered and complex notes that result in reading difficulties when delivered to the audience. Education about note construction must include learning how to make simple yet organized note forms that emphasize both brevity and easy comprehension. The adoption of consistent symbols together with abbreviations and logical layouts enables interpreters to decrease their processing time when working with notes. Students who practice reading their notes and engage in simulation interpreting sessions

develop both pace and the assurance to shift from written content to spoken language.

Most students who study CI encounter difficulties when they try to interpret their written notes. The absence of consistent note-taking systems leads to this problem because students do not establish practices that ensure clarity and coherence. The training curriculum should prioritize the use of systematic symbols along with abbreviations and organized layouts that enable students to interpret smoothly. Students should practice interpreting scenarios because the exercises let them practice their note-taking skills and build fast note-interpretation abilities with increasing confidence. These technical skills require direct improvement since better accuracy, together with quicker interpretation results from their betterment.

Consecutive interpreters usually experience delivery-related expressive problems throughout their interpreting sessions. The source of nervousness exists primarily as either a confidence issue, speaking anxiety, or the need to execute a perfect delivery. Students must complete confidence-building drills together with simulation exercises and helpful feedback to reduce their anxiety so they can improve their delivery proficiency for CI. Expressive problems during the delivery section create major challenges for new interpreters, even when their interpretation stays true to the original meaning. The body may respond to anxiousness through speech disruptions that affect both interpretation continuity and audience perception of interpreter competency. Structural training in public speaking combined with relaxation therapy alongside dedicated high-stress delivery practice allows new interpreters to construct confident delivery capabilities. Novice interpreters face two essential psychological barriers because they lack confidence, together with intimidation from delivering wrong interpretations. Students who worry about errors tend to delay their delivery or

make preventable mistakes because of their lack of self-confidence during interpretations. Supportive feedback, together with simulated exposure to real-world situations and careful progression toward actual interpreting work, serves as a solution for students to accumulate confidence while fighting off performance anxiety through time.

The findings of this research strongly validate the overall hypotheses, confirming that students encounter major difficulties within CI across all necessary elements, including comprehension, encoding, decoding, and oral delivery. The study reveals a direct connection between these difficulties because problems with either understanding or note-taking cause problems when students attempt to interpret their notes and express the message effectively. Numerous students faced problems comprehending quick speech or complex information because this led directly to their challenges in creating useful notes and their subsequent difficulties with fluent speech delivery. This study demonstrates the need for specific training strategies that tackle related communication issues in successive interpretations. Students who receive training in note-taking methods and comprehension exercises, along with delivery skills and note clarity development, achieve better performance results with increased proficiency and self-assurance in CI.

7. Conclusion

This study highlighted several challenges faced by students during consecutive interpreting. These challenges are multiple and interrelated, especially concerning CI skills in the areas of comprehension, encoding, and decoding notes, and delivery of the messages as a final product in the form of oral CI. Overcoming these challenges requires an integrated educational approach in terms of intensive training through teaching methods that enhance intellectual abilities, while teaching technical abilities and expressive competencies. The outcomes of

interpreter training programs improve when the curricula receive updates that track the skills needed during CI sessions. Accordingly, the educational system needs to include components of practice-based curricula with realistic interpreting sessions to guide students through different speech patterns while at the same time teaching them fast delivery speeds regardless of the complex content. Students should be taught and trained to use note-taking systems, symbols, and standard abbreviations. Future studies could include developing detailed training curricula for consecutive interpreters, which go beyond this research by focusing on note-taking skills combined with presenting techniques and utilizing modern digital note applications, efficient software, and speech analysis tools. Evaluating the performance of consecutive interpreters through intensive monitoring of long-term training methods would provide essential knowledge about the most effective methods for interpreters' professional development.

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