

# **Not Just a Mock Conference: Online Mock Conferences for Undergraduate Interpreting Students**

**Gracie Peng**

Mock conferences (MCs) are often included in postgraduate (PG) interpreting training as a way for student interpreters to practice their acquired interpreting skills. These conferences can take various forms, such as simultaneous interpreting for a multi-lingual conference or bilateral interpreting for community settings, depending on the course design and purpose of the exercise. However, MCs have not been widely practised in undergraduate (UG) interpreting classes due to administrative and pedagogical challenges. However, it is believed that immersing UG students in situated learning of MCs would greatly benefit them, in addition to their usual class sessions. To address this, a UG interpreting course on Conference Organisation and Preparation for Interpreters (COPI) was designed. It covers the basics of interpreting professions and skills for UG students and incorporates the benefits of situated learning of event organisation, meeting preparation and MCs at the end of the semester in the format of MCs. Due to the COVID-19 pandemic, the emergency lockdown halfway through the semester posed an extra challenge by turning all class activities online, including MCs. A semi-structured questionnaire was given to participants at the end of the two MCs, and the feedback was positive. Many participants enjoyed exploring different roles and tasks during the event organisation and appreciated the complexity and significance of meeting preparation in bilingual communication for language professionals. The study found that careful planning beforehand was vital to the success of an event, but flexibility, teamwork, and collaboration were needed to deal with unexpected situations onsite. Overall, the study hopes that by sharing the course design and implementation of COPI for non-major students, it will offer space to explore further development of interpreting teaching and learning for students with different aspirations and strengths.

*Keywords:* situated learning, online mock conference, undergraduate interpreting training, conference organisation

Received: May 13, 2024

Revised: August 13, 2024; August 24, 2024; September 5, 2024

Accepted: December 11, 2024

---

Gracie Peng, Assistant Professor, Department of Foreign Languages and Literature, Tunghai University,  
E-mail: [graciepeng@thu.edu.tw](mailto:graciepeng@thu.edu.tw)

## 探索大學口譯教學結合線上模擬會議

彭貴絹

口譯研究所課程中常有的模擬會議，是讓學生將所學之口譯技巧付諸實際演練。模擬會議的形式取決於課程設計和練習目的，如多語會議的同步口譯，商務會議的逐步口譯或社區情境的雙邊口譯，但一般大學部非翻譯系的口譯課程常鑒於課程及行政因素，模擬會議並不多見。然而在大學部口譯課中，除了課堂教學之外，若把模擬會議的情境學習納入其中，相信應對學習大有裨益。為此，我們設計了會議籌辦與譯前準備課程（Conference Organisation and Preparation for Interpreters，簡稱 COPI），除了教授基本口譯技巧，還融合了情境學習來引介會議籌辦和譯前準備，在期末以模擬會議的形式來落實學習的成效。但學期進行中遇上新冠肺炎的緊急封鎖，迫使所有教學活動，包括原本的實體模擬會議變成線上教學及會議。在兩次期末的線上模擬會議結束之後，我們發放了一份半結構性的網路問卷來收集參與學生的意見，學生大都表示肯定。許多學生也表示他們喜歡在會議籌備過程中探索不同角色和任務，並且瞭解到在雙語溝通中，會議準備對於口譯員的重要性和複雜度。研究也發現，會前規劃攸關活動成敗，現場各種突發狀況則需彈性、團隊合作及配合。本研究希望透過分享 COPI 課程的設計與實施，提供探索口譯教學更寬廣的面向，來兼顧及激發學生不同的志向和潛能。

關鍵詞：情境學習、線上模擬會議、大學部口譯培訓、會議籌辦

收件：2024 年 5 月 13 日

修改：2024 年 8 月 13 日、2024 年 8 月 24 日、2024 年 9 月 5 日

接受：2024 年 12 月 11 日

## Introduction

Career preparation has always been central to conference interpreter training. Being “booth-worthy” used to be a key criterion for professional bodies such as the European Commission’s Directorate-General for Interpretation to determine whether a novice interpreter was competent to join the profession (Peng, 2004). The same concept has also shaped the pedagogical philosophy of one of the oldest and reputable interpreting schools such as the Faculty of Translation and Interpreting (FTI) at the University of Geneva, formerly known as ETI, which emphasized producing graduates who could perform at the level comparable to that of their professional colleagues in the simultaneous interpreting booth (Komatsu, 2017, p. 19).

One of the most natural and direct approaches to achieving this goal is to immerse students in conference settings after acquiring the basic skills and knowledge of interpreting to facilitate and consolidate their learning. By participating in simulated meetings and conferences, student interpreters can put their acquired knowledge and skills into practice. Therefore, mock conferences (MCs), which simulate an actual conference, are an ideal setting for interpreting students to benefit from situated learning and have been adopted by interpreting schools at all levels (González-Davies & Enríquez-Raído, 2016; Kiraly, 2005; Li, 2015; Pan, 2016; Risku, 2016).

MCs can take various forms and modes, such as simultaneous interpreting for a multilingual conference, consecutive interpreting for an invited speaker, or bilateral interpreting for community settings, depending on the course design and exercise’s purpose. The interpreter training circle has extensively reported and discussed relevant course designs, applications, and various testified pedagogical benefits of MCs (De Laet, 2010; Gillies, 2013; Ju, 2021; Li, 2015; Lin et al., 2004; Tsuruta & Naito, 2011). For many valid reasons, most MC studies focused on

adopting MCs to enhance simultaneous interpreting learning in postgraduate (PG) or undergraduate (UG) interpreting programmes. However, the incorporation of MCs into UG courses for non-major students to benefit students' learning of different modes of interpreting, such as consecutive interpreting, leaves ample space for further investigation, which is the aim of the current study.

To contextualise the pedagogical considerations for the current study, it is essential to recognise the dramatic changes in human communication brought about by COVID-19, one of the most notorious pandemics in the 21st century. Conventional face-to-face activities, such as meetings and classroom teaching and learning, have been forced to adapt to online formats in response to the long months of lockdowns to contain the pandemic outbreaks worldwide. Against this backdrop, plus the emergency nationwide lockdown of all onsite teaching and learning activities during the first significant surge of COVID cases in Taiwan in 2021, the study reports on the implementation of a contingency course design to retain all the vital elements in the interpreting course reported in this study as meaningfully and effectively as possible to engage students in interpreting learning.

The challenge of conducting online MCs presents a valuable opportunity for both the trainer and the students to explore practical possibilities, collaborate, and reflect on the process collectively to achieve the goal of social constructive learning (Kiraly, 2000). In summary, this study aims to share experiences of incorporating online MCs in a non-major UG interpreting course and explore the possible pedagogical benefits.

## **Mock Conferences as Situated Learning**

Competence development is a key goal in education across various fields, including translation and interpreting. In the past two decades, the perspective on



competence in this field has evolved from an “information process” to “situated cognition” (Risku, 2002). This shift underscores that acquiring knowledge and skills for interpreters goes beyond linear, classroom-based learning. Instead, it flourishes through social interaction in multilingual and multicultural settings, offering interpreters rich opportunities to deepen their learning. Interpreting is a “situated” activity that benefits from collaboration with various stakeholders — fellow interpreters, speakers, audience members, technicians, and organisers. Without summative assessment pressure, MCs provide an ideal platform for autonomous and cooperative situated learning (Brown et al., 1989), and such a collaborative nature aligns with Kiraly’s (2005) project-learning approach, where learning is experiential (p. 1102).

MCs have emerged as effective pedagogical tools in PG interpreting programmes, widely recognised for their educational benefits. Simulating real work scenarios, as in MCs, also enhances students’ decision-making and coping strategies in interpreting tasks (Klein & Hoffman, 1993). The value of authentic settings in interpreter training is well-documented, with studies highlighting their importance in skill development (Conde & Chouc, 2019; De Laet, 2010; Gillies, 2013; Setton & Dawrant, 2016). Alexeeva and Snutova (2010) suggest that experiencing the stress of working in front of a real audience is one of the most efficient approaches in interpreter training (p. 14). The exposure to interpreting in MCs, whether simultaneous or consecutive, focuses on developing diverse skills for different modes and encourages self and peer assessment. Facing a real audience in controlled challenges boosts confidence, encourages autonomous learning, and facilitates expertise development (De Laet, 2010, p. 254). This project-based situated learning allows students to feel active in the learning process, an essential element in translation and interpreting teaching (González-Davies, 2004, p. 15).

## Mock Conferences in Action

Over the past two decades, interpreting trainers and researchers have significantly integrated MCs into interpreting training to optimise pedagogical benefits. Setton and Dawrant (2016) provide tips for incorporating MCs at advanced levels, suggesting a biweekly schedule with active student preparation (p. 39). However, institutional variations exist; for instance, many PG interpreting programmes in the UK, as listed in the AIIC School Directory,<sup>1</sup> regularly host multilingual MCs for simultaneous interpreting and bilingual MCs for consecutive interpreting. In Leeds and some other PG interpreting schools in the UK, for example, based on the researcher's personal experiences and observations as an interpreting trainer in those programmes, trainers and trainees collaboratively organise these conferences, with one trainer acting as the chairperson. Native speakers are recruited from diverse sources, with English or Chinese students often serving as speakers, and speakers from smaller language groups, such as Portuguese or Italian, are sourced from assistants or interested PhD students. Recruitment of speakers and trainers occurs at least a week before the meeting, allowing ample preparation time, and financial compensation is provided. Notably, resource levels and arrangements differ across programmes and courses.

Locally, the organisation of MCs varies due to differing administrative resources. Ju's (2021) survey on MC arrangements in interpreting programmes revealed administrative challenges requiring substantial instructor involvement. Ju studied practicum course syllabi from seven PG interpreting schools in Taiwan (2016-2017), noting various experiential learning forms like internships, dummy-

---

<sup>1</sup> The AIIC School Directory, a global database by the International Association of Conference Interpreters (AIIC), lists interpreter training programmes without endorsing or accrediting them. While offering information for aspiring interpreters, AIIC emphasises high training standards and encourages students to evaluate programmes carefully. See <https://aiic.org/site/dir/schools>

booth practices, invited talks, MCs, and role-play activities. Four out of seven schools held occasional formal MCs with invited speakers, but not regularly (Ju, 2021, p. 13). More popular scenarios included “mini-conferences,” where invited speakers gave talks, students practised simultaneous interpreting from class booths, and “role-plays,” where students played different meeting roles (Ju, 2021, p. 14). Maximising pedagogical benefits through MCs demands integrated planning efforts under diverse local circumstances and constraints.

## **Community of Practice**

MCs also serve as a gateway to forming a community of practice, a well-established educational concept as described by Wenger-Trayner and Wenger-Trayner (2015), that “communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly” (p. 2). In MCs, participants such as the audience, speakers, fellow interpreters, experts, and trainers provide constructive feedback, aiding students in skill improvement and shaping their professional identities (Tsuruta & Naito, 2011). González-Davies and Enríquez-Raído (2016) emphasise that situated learning stresses presenting knowledge authentically, fostering learning through project work, and prompting reflection on cognitive needs (p. 8). Effective learning requires social interaction and collaboration, necessitating teaching adaptation to the specific “community of practice.” De Laet (2010) argues that, unlike traditional interpreting classrooms using speeches out of context, the situated learning dimension in MCs offers simulations that replicate conference stages for contextualised experiences (p. 254). In multilingual MCs, students practice interpreting and experience it from the customer’s perspective, enhancing their well-rounded learning (Conde & Chouc, 2019, p. 2). As Li (2015) concludes, MCs serve as valuable pathways bridging classroom and professional realities (p. 338).

## Online Mock Conferences

Running MCs for UG interpreter training has proven challenging because of administrative constraints, and the sudden COVID-19 lockdowns added extra challenges. However, Schwarz's team states that online meetings offer advantages over physical ones (Schwarz et al., 2020). Digital platforms and online chatrooms facilitate real-time interaction, overcoming geographical and temporal constraints without extra costs (Biernacka, 2018). Nonetheless, Braun (2007) touches upon specific challenges and adaptations needed for interpreting in videoconferences.

Undeniably, the COVID-19 pandemic has significantly impacted human activities, prompting adaptations in interpreting courses. Remote and hybrid meetings, prevalent during the pandemic, offer interpreting students new learning opportunities in online conferences (Ju, 2020, 2021). However, online interpreting classes require distinct setups, and organising conferences online presents unique pedagogical considerations. A recent report from the University of Cologne's MA course in Conference Interpreting identified drawbacks like the absence of non-verbal communication and immediate eye contact in remote learning (Ahrens et al., 2021, p. 273). The study's context coincided with Taiwan's first wave of COVID-19 lockdowns in mid-2021, necessitating an urgent adaptation of the syllabus for online teaching. Unlike PG interpreting training, UG interpreting courses cater to students with varying proficiency levels and needs (Peng, 2017, 2022). Despite this heterogeneity, UG students in the study shared the motivation to learn about conference organisation and meeting preparation for interpreters. This motivation led to the project recording and reporting the process of applying online MCs, encouraging situated and cooperative learning in the community of practice, and exploring new terrain in online interpreting teaching and learning for UG communities.

## **Experiential Learning**

Adopting MCs in an UG course aims to involve students in organising conferences and preparing for meetings, enabling them to experience the entire process and achieve learning goals. According to D. A. Kolb's (1984) experiential learning model, "learning is the process whereby knowledge is created through the transformation of experience" (p. 38). Effective learning involves four stages: (a) experiencing a task; (b) reflecting and observing; (c) forming abstract concepts; and (d) applying concepts to new situations (A. Y. Kolb & Kolb, 2005; D. A. Kolb, 1984). This cyclical process fosters continuous learning and growth, providing a framework for understanding how interpreting students progress through MC organisation and meeting preparation. Engaging in various tasks, reflecting on experiences, and observing others in similar settings enhance understanding and skill development. This iterative cycle, aligned with Kiraly's (2000) social constructivist approach, empowers participants to proactively collaborate on authentic tasks, addressing the needs of speakers, the audience, interpreting colleagues, and logistics teams for a successful conference.

## **Undergraduate Interpreting Training**

PG interpreting programmes have influenced UG interpreting courses to incorporate MCs for a more immersive learning experience. Apart from some UG courses primarily catering to translation and interpretation (T&I) majors, more courses are now offered to non-majors from language programmes who seek T&I skills. Over 100 language departments in Taiwanese universities offer UG interpreting courses, targeting non-majors with varying language proficiency levels. Many of these courses are focused on language enhancement and are

usually taught by language instructors instead of interpreter trainers (Ju, 2014; Peng, 2017). However, interpreting skills are often mistakenly treated as language exercises, emphasising equivalence-matching between two languages. Meanwhile, language graduates are socially expected to act as mediators in cross-language communication, which requires basic interpreting skills to be done effectively. Therefore, non-major interpreting classes should encourage students to acquire basic T&I skills and develop an understanding of T&I as a profession (Naimushin, 2002).

Nowadays, students actively seek project-based learning, immersing themselves in simulated scenarios for enriched experiences. This holds true for students acquiring basic interpreting skills. Unlike using MCs to test PG students' interpreting skills to the full extent, the purposes and setup of integrating MCs into the course design focus on allowing students to experience meeting scenarios — from initial preparation to event delivery — and explore various roles, including moderators, speakers, interpreters, and event organisers.

Due to administrative and pedagogical challenges, there is limited discussion on setting up MCs for non-major UG interpreting classes. One significant hurdle is choosing the interpreting mode. While PG programmes focus on simultaneous interpreting, non-major UG students may find consecutive or dialogue interpreting more suitable. Addressing these challenges and designing courses and activities based on students' skill levels is essential for incorporating MCs and promoting engaged learning (Ju, 2021, p. 29).

We addressed challenges in organising MCs for non-major UG interpreting to achieve these objectives. We empowered students to organise bilingual conferences where genuine interpreting services were needed collaboratively. These opportunities showcased the crucial function of interpreting beyond language exercises and equivalence findings.

## Aims

The study aims to share the experiences and pedagogical implications of organising and running online MCs in an elective interpreting course for non-major UG students. The course was introduced to incorporate experiential and situated learning to deepen students' understanding and appreciation of conference organisation and the importance of meeting preparation for interpreters as part of professional learning.

Through planning and presenting their online MCs due to COVID lockdowns, the study attempts to document students' participation and reflections through online questionnaires to understand better how they interact with one another. Joint debriefing after the MC also allowed participants from all ends to exchange their observations and immediate reactions to the whole process.

The trainer, also a professional conference interpreter and thus an experienced member of the community of practice, served as a situated learning facilitator, encouraging dialogues and learning among students taking different tasks and roles through the online MCs.

In summary, unlike most MCs organised to facilitate training for PG interpreting training on-site, the study aims first to record and report how online MCs for non-major UG students were initiated, organised, and operated via joint efforts among the study participants. Through scaffolded guidance and steps with weekly tasks, interactions among individuals would help foster team spirit for autonomous learning in the community of practice. In addition, we believe it is vital to extract pedagogical implications by collecting and analysing feedback and reflections from participants within 48 hours after the event takes place to capture the most authentic reactions and close observations of various critical issues from their experiences.

## Method

### **Settings: Conference Organisation and Preparation for Interpreters Course**

This exploratory study reports results from the participation of 13 UG students in an elective course on Conference Organisation and Preparation for Interpreters (COPI) to address our research objectives. The course is an integral part of the university-level T&I curriculum, designed to introduce students to the field's landscape and provide basic skills in translation and interpreting. The overall curriculum aims to spark interest in the discipline, though only very few will pursue advanced training and a professional career in this area.

The COPI course, in particular, aims to encourage students to apply what they have learned in other interpreting classes, such as public speaking, consecutive interpreting, and meeting preparation, and experience how conferences and meetings are organised in reality. Through situated learning as proposed, we hope that this hands-on approach reinforces their learning and inspires students to explore relevant career paths. The COPI course was a semester-long elective with two contact hours per week, catering to UG students with varying levels of exposure and proficiency in interpreting and translation training.

According to the initial course plan, the MCs for the COPI course were scheduled for on-site sessions in weeks 16 and 17 of the 18-week semester. In preparation, students spent the first ten weeks learning about various types of meetings and the fundamentals of conference organisation while also practising key aspects of meeting preparation, such as background research and glossary building. Initially, the pandemic's impact on teaching and learning in Taiwan was minimal. However, as we introduced various meetings and conferences during the preparatory



stage, discussions naturally turned to remote interpreting and online conferences, given technological advancements. The possibility of conducting the MCs online wasn't seriously considered until global lockdowns and educational disruptions occurred. The eventual implementation of lockdown measures in Taiwan became inevitable. Consequently, after discussing the feasibility of transitioning their MCs to an online format with students, a consensus was reached to adopt a completely different setup. Active participation and proactive engagement from the participants in planning and implementing their proposed MCs became crucial.

## **Participants**

Among the 13 UG students, nine were seniors, and four were juniors; all consented to this study during the COVID-19 lockdowns. While most participants (12) belonged to the same language department, one came from a non-language background. All participants had prior experience in one or two interpreting classes, such as Introduction to Interpreting Skills, Introduction to Consecutive Interpreting, and Sight Translation, but displayed different levels of language proficiency and preparedness for interpreting tasks. In addition, individual temperaments also played a part when they needed to collaborate closely to either organise a meeting or offer interpreting services for the meeting. Some preferred working behind the scenes, while others enjoyed challenges under the spotlight. Despite the heterogeneous nature of the participants, the small group size facilitated comprehensive engagement in teaching and learning, fostering closer bonds among participants and promoting collaborative learning throughout the project.

## **Online Mock Conference Organisations**

The acquisition of conference organising skills was one of the learning objectives for participants enrolled in the course, with all activities and tasks

aligned to this primary goal. Under the guidance of the trainer, the participants learned to take ownership of every aspect related to the mission of organising a conference and delivering interpreting services accordingly.

In typical Taiwanese PG interpreting programmes, students at various levels would be allocated different tasks, such as having first-year students serve as conference organisers and second-year students fulfil interpreting roles (Ju, 2021, p. 26). Yet, such an approach was not feasible for the present study. To facilitate the MC organisation involving 13 participants in the same class, students were divided into two distinct groups: one group comprised six participants, while the other seven. For the first MC, one group (Group A) assumed the role of organiser, responsible for coordinating and managing the event. At the same time, the other (Group B) functioned as the team of interpreters tasked with providing interpretation services, as illustrated in the following table (Table 1). The roles were then interchanged for the second MC, allowing each group to experience event organisation and interpreting responsibilities.

**Table 1**

*Arrangements of Online Mock Conferences*

Week	Theme of the MC	Orgazniser	Interpreters	Platform
16	A Thousand Miles Away (inspiring stories of overseas exchange)	Group A	Group B	Zoom
17	E-Travel (Tesla & Gogoro)	Group B	Group A	Google Meet

In defining the MC format, both groups agreed upon incorporating essential roles such as a meeting moderator and two speakers delivering presentations (one in Chinese and the other in English). A dedicated question-and-answer (Q&A) session was held following the presentations to encourage active interactions between the online audience and the speakers. In addition, consecutive interpreting

was deemed the appropriate mode of interpretation for several reasons. Firstly, all participants had yet to receive training in simultaneous interpreting. Secondly, the technical, financial, and administrative challenges associated with providing online simultaneous interpreting services exceeded the capacity of our current setup.

The participants agreed that Chinese and English would be the conference's working languages. This decision aimed to attract a broader audience of speakers of both languages and offer opportunities for the participants to practice interpreting in both directions. In summary, the MCs would use English and Chinese, with consecutive interpreting employed to facilitate bidirectional communication.

The selection of MC themes was a collaborative process within each organiser group, involving brainstorming, proposing, discussing, debating, and ultimately reaching a consensus. One of the primary criteria considered when choosing a theme was its potential to attract a significant audience, ensuring a wider reach for the conference. At the same time, the chosen theme had to be within the organisers' realm of confidence and competence, enabling them, particularly the speakers, to effectively address questions and feedback from the audience during the Q&A session.

The allotted duration for each MC was approximately 80 minutes, ensuring a timeframe of fewer than 100 minutes (i.e., two sessions of university classes) to accommodate unforeseen technical delays or unexpected circumstances. It was also imperative to allocate sufficient time for the interpreters, enabling them to deliver their services without undue time constraints.

Additionally, the organising group had the autonomy to determine the platform's opening time and establish audience engagement strategies before the MC started. In essence, the organisers were responsible for managing the overall time and workflow of the event, from its initiation to its conclusion, while

collaborating closely with the interpreting team to ensure seamless integration of interpreting services throughout the conference. An example of an event rundown of the MC on E-travel is shown as Figure 1.

**Figure 1**

*Event Rundown of Online Mock Conference on E-Travel*

時間 TIME	活動內容 TASKS	講者及主持人 speaker & moderator	口譯 interpreter	口譯替補 standby
10:20	口譯員進場 Interpreters ready			
10:40-10:50	介紹：講座、講者、籌辦團隊、 口譯員 Intro - theme/speakers/interpreters	Queenie(ZH)	Emily	Lyra
10:50-11:00	互動小遊戲、串場 Interaction games	Ruby(ZH)	Lyra	Christine
11:00-11:15	To Go or Not To Go? Gogoro	Enya(EN)	Christine	Eric
11:15-11:20	中場休息 Break	Ruby(ZH)	Ricky	Emily
11:20-11:35	特斯拉真的值得嗎？Is Tesla worth it?	Jonathan(ZH)	Alice	Jessica
11:35-11:40	串場 connecting sessions 講座總結 Meeting summary	Ruby(ZH), Judy(ZH)	Emily	Lyra
11:40-11:45	Q&A	Judy(ZH), Jonathan(ZH), Enya(EN)	Ricky Lyra	Emily Christine
11:45-12:10	觀眾Q&A互動時間（看狀況延長 時間） Extended Q&A if needed	Ruby(ZH), Jonathan(ZH), Enya(EN)	Jessica Eric	Ricky Alice
12:10	結束會議 Meeting finish	Ruby(ZH)	Eric	Alice

*Note.* From Group B's internal preparatory notes for conference organisation.

To prepare students for online interactions and introduce potential platforms for their MCs, we dedicated ample time and resources to familiarise them with two popular platforms: Google Meet and Zoom. Both platforms were selected for their accessibility and availability, not only for the students but also for their intended audience. The students' first-hand experiences and feedback in organising or interpreting using either of the two platforms were subsequently examined and discussed during post-conference debriefing sessions and through questionnaires.

Overall, the students had around two weeks to organise their conferences, which involved selecting a theme, allocating roles and responsibilities within their teams, and promoting their events through physical posters on campus (Figure 2) and online publicity via social media and mailing lists. Additionally, both teams implemented online registration to facilitate interested participants signing up for the conference and began engaging with the audience one week before the event.

**Figure 2**

*Posters of Online Mock Conferences*



*Note.* Internal preparatory notes for conference organisation from Group A and B.

Interpreters were given about one week to prepare for the meeting. The organisers provided them with the speakers' presentation files, which contained concise content (three content slides per speaker) rather than lengthy texts. A key glossary was also shared to help the interpreters prepare for the presentations and a subsequent Q&A session. These arrangements aimed to ensure the students' active

participation in the conferences while highlighting the importance of adequate preparation for interpreters in their conference-related tasks. It was vital to note that the students encountered situations requiring prompt attention and spontaneous responses during the live conferences.

## **Online Questionnaires**

In our case, as in other experiential learning programs, reflection is crucial (D. A. Kolb, 1984), mainly when participants invest significant time and effort. Semi-structured questionnaires were designed to help collect qualitative reflections, balancing between structured and open-ended questions. They provided in-depth insights, captured diverse perspectives, and identified emergent themes while allowing flexibility in data collection.

To collect comprehensive feedback efficiently and effectively from all participants, two online questionnaires were developed via Google Forms: one for the organisers and the other for the interpreters (see Appendix A and Appendix B). Following the completion of the first mock conference, the questionnaires were immediately sent to all participants in both teams of organisers and interpreters. They were to be completed online within 48 hours after the conferences, ensuring the participants' impressions and reflections were fresh and their motivation to share experiences remained strong. Notably, despite variation in the MC topics, the responses collected to address the research questions remained consistent, thereby not affecting the results.

The questionnaires served as guidance to facilitate students' reflection on the tasks they had just accomplished. Subsequently, after the second conference, where the two teams of students exchanged their roles and tasks, the process of sharing the questionnaire link was repeated.

The questionnaires used in the study consisted of six sections, which covered

various aspects of the process of online MCs. Section one recorded basic information about the participants, while the second section focused on their reflections on teamwork within their teams and with other participants. Section three investigated individual efforts and performances before, during, and after the MCs. Section four targeted their participation and reflections as an interpreter or an organiser. Section five recorded their evaluation of the meeting organisation or interpreting services. Finally, section six allowed participants to provide overall reflections and feedback on the learning process.

To make the questionnaire process more engaging, the researcher added a hint of humour to some of the questions. For example, a part of section three explored the participants' coping strategies during the MCs, and one of the options was "my inspiring professor," which reminded participants of the diverse interactions they had during the process. It is important to note that the wording of some questions in the online questionnaire was intentionally designed to be inviting and engaging, to encourage student participation. However, it is understood that such an approach may have inadvertently influenced the direction of responses. Moving forward, a better balance between engagement and neutrality in question design should be aimed to allow for a broader range of feedback. In short, the questionnaires were valuable in helping us understand how students responded to their learning experiences throughout the process.

## **Results**

Through the questionnaires and debriefings after the events, we hope to gain reflections from the participants taking different roles and from different perspectives to form a comprehensive picture of how the experiences of online MCs impacted and facilitated students' learning overall.

## Online Platforms: Zoom vs. Google Meet

Section one of both questionnaires (questions five to ten) invited participants (both the organisers and the interpreters) to reflect on their experiences using the online platforms for their virtual MCs. They would have experienced both Zoom and Google Meet by the end of the MCs. Table 2, as follows, shows the collective observations of the pros and cons of the platforms from both groups.

**Table 2**

*Comparisons of Online Mock Conference Platforms: Zoom vs. Google Meet*

Platforms	Zoom (exchange experiences)	Google Meet (E-vehicles)
Shared features	<ul style="list-style-type: none"> <li>-Accessible via mobile phones, desktops and laptops.</li> <li>-Supporting audio, video, and text communication</li> <li>-Free plans available (with limitations)</li> <li>-Screen sharing</li> <li>-Messaging (chat box)</li> <li>-Virtual backgrounds available</li> <li>-Meeting recording</li> </ul>	Enhancing Chinese community status and introducing Singaporean Chinese literature to local Singaporeans who are either not of Chinese ethnicity or still learning Chinese.
Pros	<ul style="list-style-type: none"> <li>-More host controls</li> <li>-Similar to Microsoft Teams</li> <li>-Waiting room</li> <li>-Supporting local download of the recording</li> </ul>	<ul style="list-style-type: none"> <li>-Online platform ready without extra downloads</li> <li>-Many Google account users</li> <li>-Meeting recording on Google Drive</li> </ul>
Cons	<ul style="list-style-type: none"> <li>-30-40 minutes for up to ten people for Zoom accounts in Taiwan</li> <li>-Need to download a Zoom programme</li> </ul>	<ul style="list-style-type: none"> <li>-Only for Google account holders</li> <li>-The free plan allows 60 minutes for up to 100 participants</li> </ul>
Solutions	Opted for the paid plan	Inserted a meeting break to avoid system cut-off

It was a valuable experience for both teams to tackle technical challenges together, fostering mutual understanding and compromises within their team and with the other team. The shared features between the two platforms were evident, aiding the teams in successfully executing their tasks of hosting an online MC with



interpreting services. The organisers focused on functions that would help them engage with the audience and collaborate effectively with the interpreters. Meanwhile, the platforms needed to support the interpreters in ensuring seamless collaboration with the organisers, including a steady flow of video and audio input and output. This would enable them to clearly receive messages from the speakers and provide their interpreting services effectively.

Each platform's specific advantages also enable the organisers to orchestrate their events to their expectations. For instance, the waiting room feature of Zoom allowed the organisers to take in participants in stages so that they could interact with the interpreting team for pre-event discussion before officially opening the platform for the intended audience. Google Meet, likewise, offers the convenience of using the platform online without downloading a separate programme, provided all participants have Google accounts. The organisers could also save the event recording on Google Drive without lengthy local downloads.

On the other hand, complaints regarding both platforms centred around limitations in meeting capacity and the time restrictions imposed by their free plans. For example, Zoom only offered 30 minutes for a meeting of up to ten people for accounts registered in Taiwan, while Google Meet allowed 60 minutes for up to 100 participants. However, neither plan was ideal for the organisers' needs in conducting their online MCs. Ultimately, Group A, which was responsible for the exchange experiences meeting on Zoom, opted for the paid version. Group B, handling the conference on electric vehicles via Google Meet, strategically incorporated a meeting break to effectively manage the 60-minute time constraint.

Both teams of organisers were also proactive in leveraging the technological advantages to engage with their audience. They encouraged participation in various ways, including inviting meeting participants to leave questions in the chat box of Google Meet for better interactions. Table 3 includes some of the questions raised by the audience in the chat box for Group B speakers on electric vehicles.

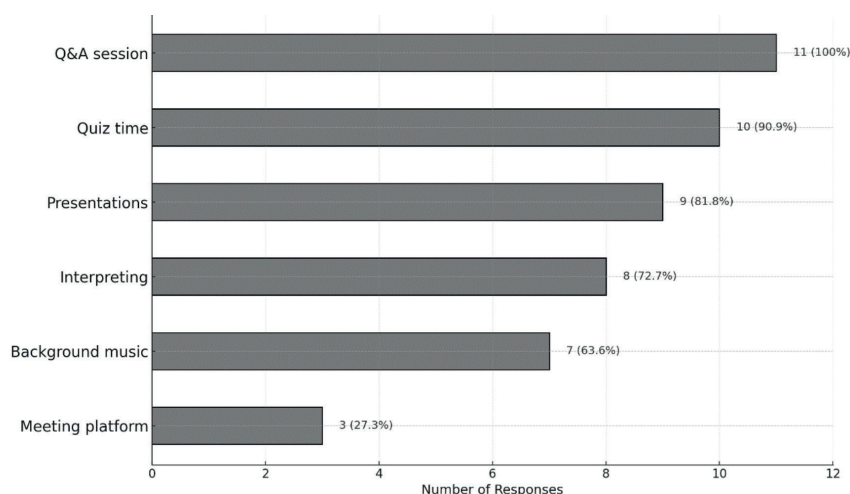
**Table 3***Selections of Audience Questions in the Chat Box of Google Meet (Group B)*

Questions for Gogoro	Questions for Tesla
@enya gogoro 要多久保養一次？ (How often does a Gogoro need maintenance?)	@J 請問特斯拉起步加速的速度會較其他車緩慢嗎？ (Does a Tesla accelerate slower than other cars?)
@enya 不知道休息時間能不能留言！針對剛剛的講解我想請問一下，聽說保養很麻煩，請問具體到底要怎麼做？ (I'm not sure if I can leave a message during break time! Could you clarify how maintenance is done? I heard it's quite troublesome—what exactly is involved?)	@J 特斯拉是不是不太推薦開長途？動力來源跟冷氣或是導航都是用電，會不會開沒到很久就要去充電？ (Is a Tesla suitable for long trips, considering that power, air conditioning, and navigation all use electricity?)
@enya 還有也想請問在顯示沒電了需要充電之前，還能騎多少里程數或時間？ (Before the battery goes flat, how many kilometers or how long can you still ride?)	@J 想請問如果在未來其他車廠製造電動車的技術更成熟後，你還會考慮購買特斯拉嗎？為什麼呢？ (If other manufacturers develop better EV technology in the future, would you still consider a Tesla? Why?)
@enya 什麼時候買 Gogoro 好呢？ (When is the best time to buy Gogoro?)	@J 在電動車普及之前，現在會推薦買油電混合的汽車嗎？ (Would you recommend a hybrid car instead before EVs become common?)

Additionally, the audience was invited to participate in an online feedback session at the end of the MCs to gather real-time insights (see Appendix C). According to student questionnaires, Group A's session on exchange studies attracted 24 participants to their Zoom meeting, while Group B's focus on electric vehicles engaged 11 active participants. Despite the smaller audience, Group B's discussion and interaction were positive and energetic. Figure 3 and Figure 4 show samples of audience feedback collected by Group B via Google Forms.

**Figure 3**

*Example of Audience Feedback on the Conference Collected by the Organiser (Group B)*



*Note.* From the results of the questionnaire for organisers via Google Forms.

**Figure 4**

*Example of Audience Feedback to Speakers Collected by the Organiser (Group B)*

「講者台風穩重，但內容有點淺」

*"The speakers sounded calm, but the discussion lacked depth."*

「講者的口條都很流利！內容也很豐富，在 QA 的部分也回答得很好，主持人們也不慌不亂的主持得很流暢～辛苦大家了」

*"Speakers were fluent, informative and answered questions very well. The moderators did well and stayed calm."*

「報告內容很容易就能聽到重點，讓原本對事項沒有那麼瞭解的人也能聽懂，而且問答部分也都回答得很詳細」

*"The presentations were informative and questions were answered properly."*

「很喜歡能用自身經驗和觀眾分享的講者，很棒」

*"I like speakers sharing with us their experiences. It was great."*

「講者的內容整體給人滿滿的誠意，都是基於自己的真實的主題有充足的認識經驗及準備，獲益良多」

*"The speakers were clear and seemed to have done a lot of preparation. Very useful sessions."*

*Note.* From the results of the questionnaire for organisers via Google Forms.

It is evident that students approached their projects with seriousness and dedication. The audience feedback assisted them in evaluating and validating their efforts effectively. In short, the ability to deliver their performances online, which presented a comparatively unfamiliar and challenging terrain compared to traditional classroom interactions, required a significant amount of teamwork, exploration, trial and error, and creative problem-solving.

### **Teamwork: Communication and Collaboration**

Section two of the questionnaires (questions 11-13 for organisers, 11-12 for interpreters) explored teamwork dynamics, communication, collaboration, conflict resolution, and post-conflict solutions when organising online MCs.

Despite different missions in meeting organisation and interpreting services, both groups presented a unified front to the audience, underscoring the importance of their partnership. Regarding communication challenges, organisers reported a major issue with the confusing flow of information. Although a designated manager was established for streamlined communication, instances of individuals bypassing the system caused unnecessary confusion.

Interpreters expressed event-specific concerns, such as the lack of joint rehearsals, last-minute changes to the agenda, and uncertainties about the event flow and presentations. To address these uncertainties, interpreters proactively prepared by creating glossaries individually and as a group and extensively researching unfamiliar topics like electric cars to enhance their readiness for interpretation sessions.

In group collaboration and communication, interpreters and organisers had distinct concerns. Interpreters faced challenges related to work rota arrangements (i.e., deciding who would interpret for which speaker and in what format during each session of an MC) and meeting preparation (e.g., sharing the task of compiling glossaries). Consensus among interpreters was often reached through voluntary

task assignments, occasionally requiring compromises. One interpreter noted that although the team tried to divide tasks fairly, unexpected changes such as the addition of an interactive session during the MC, disrupted their schedule and therefore required a high level of flexibility (participant 5). Few others had similar reflections on these challenges but acknowledged that “Despite the occasional unfair task allocation, we managed to accomplish our mission as a team, and everyone was happy” (participant 4).

Communication and collaboration challenges within organiser teams centred on commitment and event organisation specifics. Both organiser groups (A&B) faced difficulties finding time for collective work. Some members treated online MCs as mere “pretend” sessions, lacking serious engagement. This perception hindered effective collaboration, as some viewed the task as routine classroom activities, while others recognised its complexity and aimed for an authentic conference experience. This understanding gap led to a lack of commitment and impeded efficient communication.

Fortunately, a few individuals in each group initiated the clarification and sharing of their understanding of the mission, resulting in a consensus on time for collaborative project work. Disagreements within organiser groups regarding conference organisation specifics, including meeting agendas, event promotions, audience engagement, and online flow control, were efficiently and effectively resolved through discussion.

## **Individual Effort and Performances**

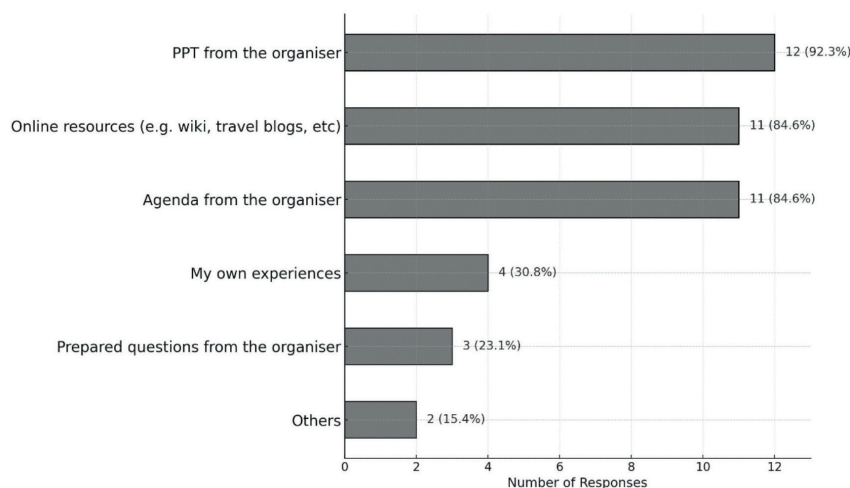
Section three in both sets primarily focused on participants’ reflections on their learning process during online MCs. It covered pre-event, during-event, and post-event phases, prompting participants to document and reflect on roles, tasks, individual preparation, self-evaluation of performance, and other essential aspects.

Questions were tailored to the distinct experiences of organisers and interpreters. Interpreters reflected on meeting preparation's impact on their interpreting during MCs, while organisers focused on adherence to roles and specific tasks. The common questions aimed to capture unforeseen crises during conferences and their resolution. Participants were also asked to evaluate performances and provide plausible reasons for the outcomes.

### ***Pre-Event Preparation***

Interpreters emphasised critical aspects of meeting preparation, focusing on content, languages, and situational readiness. Regarding content, interpreters acknowledged the importance of background knowledge and subject-matter expertise. One interpreter highlighted anticipating audience questions during Q&A sessions to avoid being caught off guard. Another shared practice is interpreting for an imaginary audience to envision the speaker's content. For the technical topic of electric vehicles (e.g., Tesla cars and Gogoro scooters), interpreters extensively researched online, exploring official websites, YouTube videos, and discussion forums to enhance their understanding. Figure 5 demonstrates interpreters' proactive use of online resources alongside materials from organisers for meeting preparation.

Regarding languages, both groups emphasised the creation of bilingual glossaries for meetings, encompassing proper names and topic-specific expressions. Interpreters thoroughly searched for technical terms related to car parts, functions, and specifications. Some recommended incorporating set phrases for specific speech genres, such as welcome speeches, to enhance their effectiveness. Additionally, a few interpreters recognised the value of practising in front of a mirror to control pace and facial expressions, aiming to project a relaxed and confident demeanour on camera. One interpreter, for example, mentioned practising to avoid appearing nervous in front of the camera and deliberately speaking more slowly.

**Figure 5***Materials for Interpreters' Meeting Preparation*

*Note.* From the results of the questionnaire for interpreters via Google Forms.

Organisers concentrated on event organisation, assigning distinct roles such as moderator, speaker, or team manager to each member. Interestingly, roles like publicity officer and technical officer were shared among team members; for instance, seven individuals shared the publicity officer role, and nine out of 13 shared the technical officer role. This sharing of roles involved the strategic distribution of tasks related to their roles, ensuring the successful execution of the event. Responsibilities such as designing posters, advertising the event, and engaging with the audience were distributed across the organising team, extending beyond the specific roles of publicity and technical officers. One speaker detailed his tasks, which included preparing a concise speech, ensuring clear communication, sharing his screen during the online session, and engaging with the audience. In preparation, he reviewed slide contents, drafted the conference agenda, and promoted the event on social media by sharing the poster.

### ***During-Event Actions and Reactions***

We observed how interpreters and organisers handled plans and crises during the online MC. Before going online, over half of the students (7/13) in both groups described feeling nervous but composed. Organisers (5/13) tended to be calm, while one felt unusually energetic. Interpreters faced higher stress levels, with two fearing they might faint. Understandably, their roles brought different stressors. Interpreters had to interpret unseen speeches on camera. Organisers worked as a team to manage the event's flow and engage the audience.

Interpreters prioritised key skills such as understanding the message, clear and confident delivery, and effective stress management. Their focus included grasping ideas (9/13), using correct terms (4/13), and note-taking for details (2/13). Language usage, glossary consultation, and delivery techniques were highlighted, emphasising a natural and confident on-camera presence.

Reported crises included challenges like long speeches, technical glitches, last-minute changes, and moments of panic. Interpreters coped by allowing situations to pass or assisting colleagues, employing strategies like paragraphing when terminology posed challenges. Despite facing unexpected difficulties, ten out of 13 expressed positive sentiments and appreciation for their experiences in online MCs.

In summary, interpreters' experiences in online MCs underscored their dedication to interpreting skills, including capturing the message, clear delivery, stress management, and effective use of supporting materials. They stressed language use, proper terminology, and delivery skills, recognising the importance of mental agility and prepared glossaries. Despite encountering challenges, interpreters demonstrated resilience and mutual support. Overall, these experiences offered valuable insights into the demanding nature of the interpreter's role, with many expressing positivity and appreciation for exposure to online MCs.



The actions of organisers during the event varied based on their responsibilities. Moderators and speakers focused on language expressions, fluency, and being camera-ready, ensuring interpreter-friendly speeches. Technical and publicity officers managed workflow, audience interaction, and engagement, handling tasks like playing music and monitoring the chat box. Team managers oversaw interpreter communication, ensuring seamless interactions among speakers, moderators, and the audience, contributing to effective communication, smooth workflow, audience engagement, meeting management, and time monitoring.

Unexpected situations served as learning opportunities. For example, a contingency plan was in place when a speaker's laptop crashed; the moderator shifted the Q&A session while a teammate shared a backup presentation. Time-keeping challenges were adeptly managed, with speakers and moderators shortening contributions when needed. Miscommunication with interpreters led to one intervention needing translation, resulting in an early finish, and the team extended the break slightly, adhering to the plan for the second half. In summary, effective coordination and communication among organisers were crucial for the events' success.

### ***Post-Event Evaluation***

The reflections of interpreters and organisers provide crucial insights for further exploration. The questionnaires prompted them to evaluate various aspects of their experiences, including their coping strategies and potential obstacles to their performance.

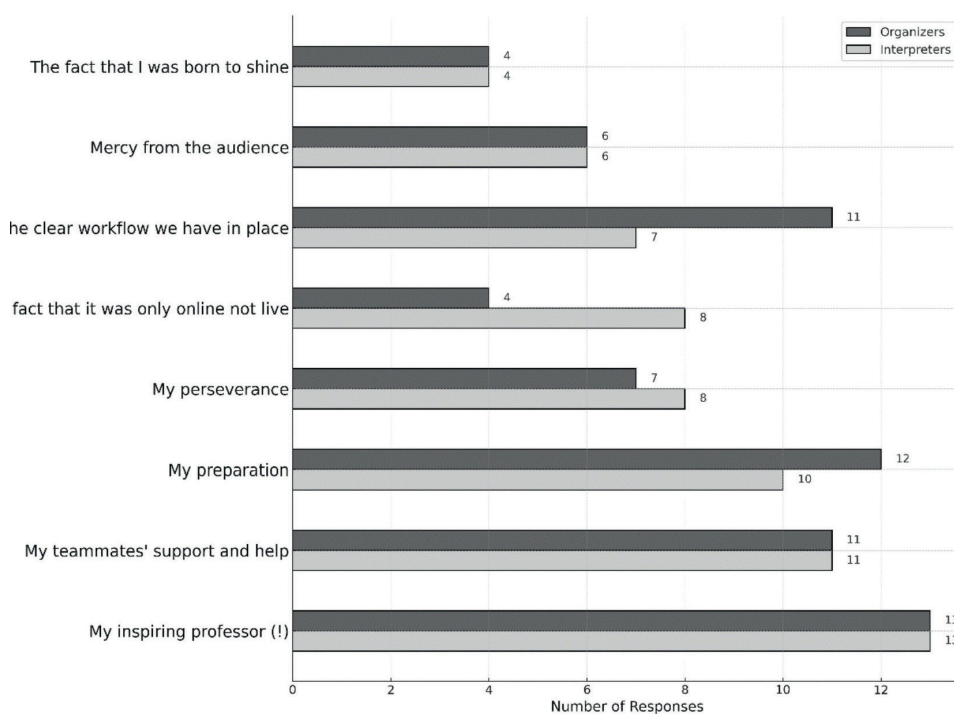
### **How to Survive the MC**

Both groups highlighted “my preparation,” “teammates’ support,” and “my inspiring professor” as critical reasons for their success across both groups.

Interestingly, they unanimously identified the course instructor as a significant moral support, indicating a solid reliance on and trust in their professor, particularly during moments of confusion and crises.

**Figure 6**

*Views of Organisers and Interpreters on Surviving the Mock Conference*



*Note.* From the results of the questionnaire for organisers via Google Forms.

Figure 6 presents the views of organisers and interpreters on surviving the MC. Both groups ranked “teammates’ support” higher than their preparation, indicating that the online MCs offered an ideal platform for teamwork to take its most substantial effect. Notably, all organisers (13/13) attributed their success to the support of their teammates. They also emphasised the significance of a clear workflow in running a successful MC. At the same time, interpreters (7/13) did not

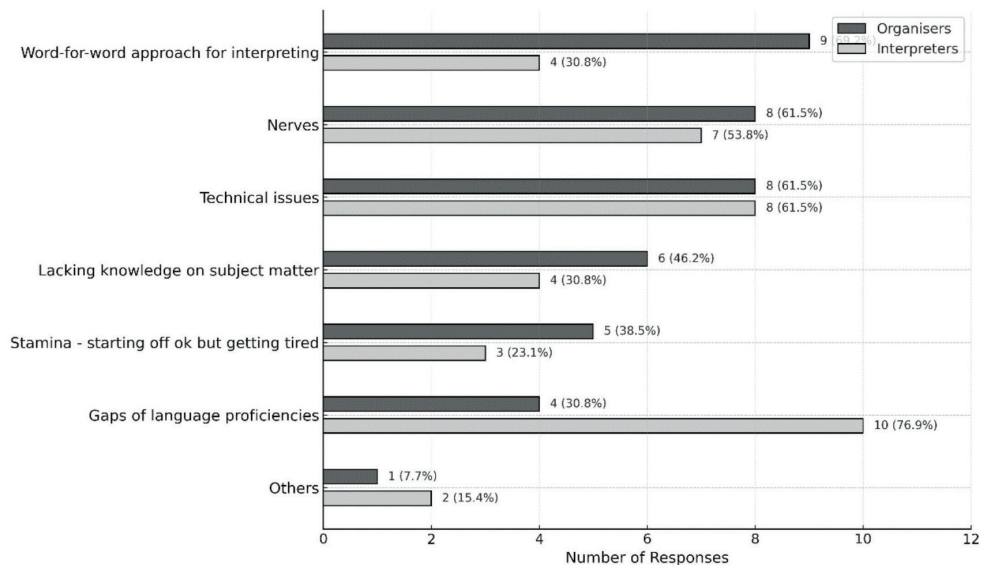
prioritise it as much, given their role as one element among many for organisers to manage. Notably, over half of the interpreters (8/13) indicated that “perseverance” and the conference being “online” were significant factors contributing to their successful performances. In other words, interpreters appreciated individual perseverance and perceived the online format as a protective shield, reducing the vulnerability they might have felt in an on-site setting.

## Factors Affecting Interpreting Performances

When reflecting on interpreting services and factors that may hinder interpreters from performing at their best, it became evident that interpreters and organisers held divergent views (Figure 7).

**Figure 7**

*Views of Organisers and Interpreters on Factors Affecting Interpreting Performances*



*Note.* From the results of the questionnaire for interpreters via Google Forms.

Most interpreters (10/13) believed that a gap in their language proficiencies was the primary factor affecting their performances, while only a few organisers (4/13) agreed with this assessment. Additionally, more than half of the interpreters (7/13) mentioned that nerves significantly affected their performances, and the organisers (8/13) were empathetic to such challenges facing their interpreting colleagues.

On the other hand, the organisers identified other issues that they believed to be influential in interpreting performances. Alongside nerves and technical problems (8/13), a more significant number (9/13) of organisers pointed to the word-for-word interpretation approach as contributing to less successful performances. They also suggested that interpreters would benefit from better stamina and a deeper understanding of the subject matter, yet only a few interpreters shared these observations. In other words, novice interpreting students tended to attribute their interpreting challenges to the lack of language proficiencies and stage fright, while colleagues going through similar learning seemed able to be more specific in identifying factors affecting their colleagues' performances from various aspects other than being generalising all problems as language problems. In summary, organisers and interpreters held differing perspectives on the factors contributing to less-than-satisfactory interpreting services.

### **Space for Improvement**

After examining factors that influenced their performance, interpreters were asked to identify potential areas for improvement in question 25. Most interpreters (10/13) identified two areas for enhancement: terminology preparation and proficiency in English. Additionally, many interpreters (8/13) believed that increased familiarity with “relevant expressions related to the speaker’s topic” and “enhanced skills in handling numbers and facts” would be beneficial.

The MC served as a valuable learning experience, allowing interpreters to recognise their areas of weakness and focus on skill refinement. Considering that English was the weaker working language for this cohort of interpreters, it was understandable for them to pinpoint it as a critical area for improvement. Furthermore, the appropriate use of specific terminology is crucial in interpreting, as it facilitates effective and efficient communication between experts and enhances the interpreters' confidence and credibility by making them sound like professionals in the field under discussion.

Moreover, mastering “relevant expressions” and “numbers and facts” cannot be overstated, as these elements pose significant challenges to interpreters. Besides understanding specific terminology or jargon, interpreters must also be familiar with the language expressions in a particular field. A lack of familiarity could lead to significant struggles for interpreters. Similarly, statistics and facts, often crucial to discussions on technological advancements and applications, require a specific skill set to handle appropriately. Effective note-taking skills and incorporating information into their interpretation require deliberate practice and strategic planning, which may be lacking in the initial stages of learning. Hence, it is understandable why interpreters would identify these elements as areas for further improvement. In conclusion, this introspective exercise has helped raise students' awareness of the areas that need further effort to become more effective interpreters.

## **General Feedback and Reflections**

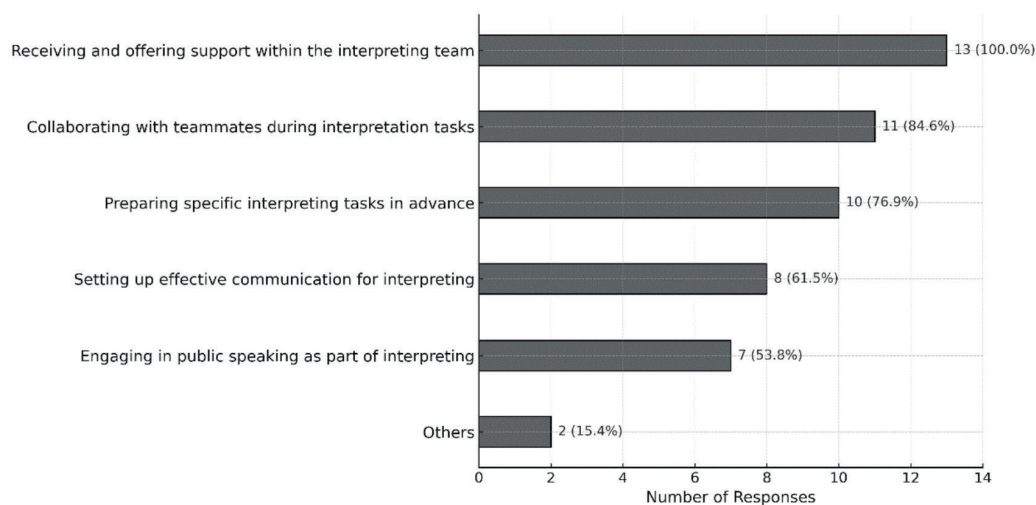
Among the six sections of the questionnaires designed for both interpreters and organisers, the study emphasises investigating individual efforts, experiences, and performances. Most questions, specifically questions 15-24 for interpreters and 13-27 for organisers, target these key areas. The final segment of both

questionnaires aims to gather students' reflections and feedback to gain deeper insights into their perspectives and learning experiences throughout the process. Both groups were prompted to reflect on their enjoyment of working within the team and were given space to elaborate further if they wished. Additionally, interpreters were encouraged to contemplate how the various interpreting skills they acquired in class contributed to their performance in the MCs and identify areas for improvement. These reflections on the MCs offer invaluable feedback for refining teaching and learning strategies.

### *Interpreters' Reflections*

**Figure 8**

#### *Interpreters' Enjoyment of Teamwork*



*Note.* From the results of the questionnaire for interpreters via Google Forms.

As shown in Figure 8, when working as a team of interpreters, students suggested that they enjoyed offering teammates timely support (13/13), completing the project as a team (11/13), and preparing for and delivering the services as

planned (10/13). Many (8/13) enjoyed coordination and communication tasks such as liaising with colleagues and the organisers, and more than half (7/13) enjoyed “talking to people under the spotlight.” In other words, despite the stress of being interpreters, the teamwork needed and carried out helped boost their appreciation of one another to complete a joint project, especially during crises.

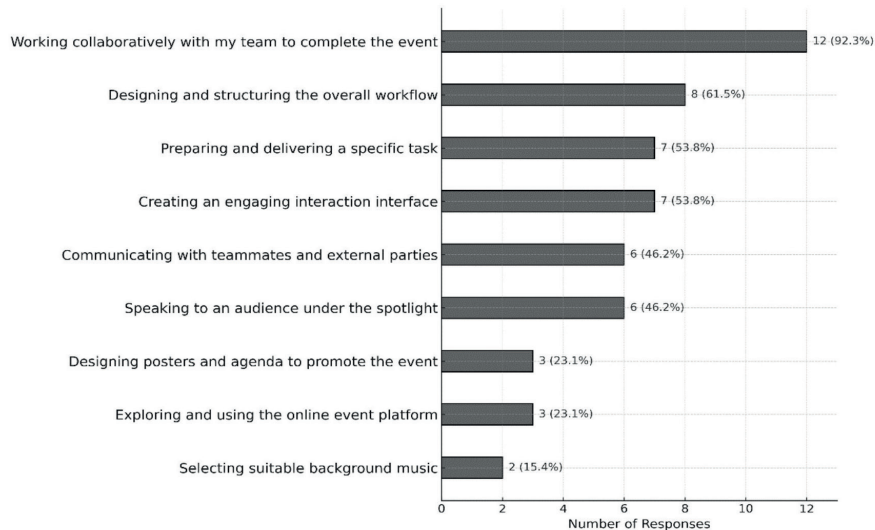
When asked to comment on the application of valuable skills in interpreting the MCs, most students (10/13) emphasised the importance of conveying the message accurately, effectively, and naturally rather than relying solely on word-for-word tactics often mistaken for translation. Some (5/13) noted that prioritising message conveyance helped alleviate stress and enhance their fluency in interpreting. Additionally, note-taking emerged as a valuable technique, aiding in capturing essential information and aiding memory recall, a sentiment echoed by many (7/13). However, they also acknowledged the need for further practice to cover details in their notes comprehensively.

Some students (6/13) reported struggles with unfamiliar terminology and highlighted how their prior preparation proved instrumental in overcoming this challenge. Regarding delivery, a significant portion (8/13) expressed the need to boost self-confidence to exude composure. They also noted that projecting confidence on camera for an online audience presented a distinct challenge from onsite interactions. Furthermore, they underscored the critical role of interpreter confidence in instilling trust and credibility. A few students also emphasised the importance of effective communication between conference organisers and interpreters in their reflections. They recognised the necessity for improved coordination and clear communication channels to ensure seamless interpreting services.

## Organisers' Reflections

**Figure 9**

### *Organisers' Enjoyment of Mock Conference Organisation*



*Note.* From the results of the questionnaire for organisers via Google Forms.

In Figure 9, the organisers reflected on the most enjoyable aspects of organising the online MC. Nearly all of them (12/13) expressed that the collaborative aspect of completing a project with the team was their most significant source of enjoyment. Following closely behind was the satisfaction derived from “designing the workflow for the project to take shape” (8/13). Additionally, they found pleasure in preparing for a task and delivering results, even in the face of nerves. They also enjoyed refining communication interfaces to be pleasant but efficient and effective (7/13). While more specific aspects of event organising, such as publicising the event, designing posters, or exploring the platforms where online MCs took place, received fewer mentions, these tasks provided individuals with unique opportunities for learning and development in areas they may not have considered.



When the organisers were invited to comment further on their experience organising online MCs, their responses revealed a remarkably positive outlook, marked by a deep gratitude for their challenges. Some commented, “The final project was quite challenging, but I enjoyed the preparation process. It was nice to work with my amazing teammates, and it was great to challenge myself to do something I had never done before” (participant 3).

Despite the undeniable complexity, time constraints, and demanding nature of the tasks, the organisers viewed them as opportunities for personal and professional growth. They remained committed to the process even when faced with occasional conflicts within their teams, sometimes resulting in disagreements and frustration. These experiences offered valuable insights into the demands of the service industry and the complexities of collaborative work.

Interestingly, few of them discovered unexpected enjoyment in seemingly minor aspects of the project. For instance, one student found great satisfaction in efficiently managing email communications with various individuals. Throughout their reflections, the organisers consistently expressed a deep appreciation for the support and guidance provided by their course teacher. As graduation approaches, there is a palpable sense of loss as they anticipate the end of these meaningful experiences. For instance, one commented, “I am enjoying all these processes, but I think after graduation, I will miss them very much” (participant 8).

In conclusion, the reflections provide valuable insights into their development as interpreters, which help trainers identify areas for improvement and tailor their instruction to support students better to enhance their interpreting skills. By addressing the emerging themes, trainers can create a comprehensive and effective training programme that prepares students for the challenges of the interpreting profession.

## Discussion

Through data analyses on how our UG non-major students organised online MCs and provided interpreting services as a form of situated learning, four key themes emerged: anxiety and concerns, collaboration in the community of practice, learning never stops, and finding one's roles and strengths. These themes highlight the challenges and opportunities students face as they navigate the complexities of event organization and interpreting within an online environment. For instance, anxiety and concerns highlight the emotional hurdles students encounter, such as managing expectations and handling unforeseen issues. Collaboration underscores the importance of peer support and the collective effort required to succeed in such a setting. The theme of continuous learning reflects the ongoing nature of skill development, crucial in adapting to dynamic, real-world scenarios. Finally, discovering roles and strengths emphasises the journey of self-discovery and the potential for students to explore careers in conference management or interpreting. We will discuss these four categories in detail, offering insights into how each contributes to students' experiential learning and future career considerations.

### Anxiety and Concerns

Undoubtedly, the start of online interaction and learning could be very confusing, as that format was unfamiliar to trainers and students (Ahrens et al., 2021, p. 273). For instance, limited non-verbal clues such as eye contact would weaken participants' communication. During online MCs, participants would use multiple channels in addition to the online platforms, such as text messaging and social media, to stay in touch with one another and stay on top of their varying tasks. Such multitasking can also be distracting and exhausting, as research has shown that texting during lessons increases cognitive load (Ahrens et al., 2021, p. 253).

In addition, unexpected technical issues could incur delays and compromise performances. However, the participants were positive overall about the platforms (i.e., Zoom and Google Meet) for their online MCs. This may be since both groups put in a lot of effort to prepare ahead of time by finding ways to work efficiently and effectively with their respective platforms. They worked around any inherent limitations or challenges and rehearsed diligently to avoid any foreseeable problems before their big shows. Interestingly, Ahrens et al. (2021) also found that despite security concerns, Zoom was an ideal platform for online teaching and remote interpreting (p. 251).

As observed, although online communication among part-takers was less immediate and required extra effort, the setting of being online nevertheless seemed to offer a buffer for young interpreting learners. They would not need to deal with the frustration or embarrassment (if there was any) in person or under public gaze directly, which helped to lower the level of anxiety and lessen stage fright to a certain degree. The technology also allowed the recording of the entire online MC session, which allowed students to review their performances and form valuable reflections and lessons. Relevant studies suggest that recording students' interpreting performances through video can be a potent tool to promote self-assessment, peer assessment, and targeted teacher feedback. This enables students to recognise their strengths and weaknesses more effectively, enhancing their awareness of quality-related issues (Kurz, 2002; Tsuruta & Naito, 2011, as cited in Li, 2015).

### **Collaboration in the Community of Practice**

Organising online MCs provided a valuable platform for students to engage collaboratively in various stages. They autonomously organised meetings from the outset, making joint decisions on conference topics, agendas, and labour divisions.

Event organisation encompassed preparation, on-stage and behind-the-scenes teamwork, publicity, and audience engagement. Students shared the workload on a jointly agreed plan, resulting in positive learning experiences. These situated learning opportunities allowed participants to form a Community of Practice (CoP) through joint efforts toward shared goals, ensuring the success of online MCs. Within this context, a CoP refers to a group of individuals with a shared interest or profession, in this case, interpreter training. The MCs create a collaborative learning environment where participants collectively engage in activities that mirror the real-world challenges they will face.

The post-event debriefing of online MCs also aligns seamlessly with the principles of CoP and situated learning as described previously. The debriefing sessions serve as a platform for the community to share insights, experiences, and knowledge, fostering a sense of belonging and shared expertise. Situated learning emphasises the importance of learning in context, and MCs provide a situated setting for interpreter training. The simulations replicate interpreters' authentic challenges, immersing them in realistic scenarios. This hands-on experience enhances the learners' ability to apply their skills in practical situations. The debriefing sessions further enhance situated learning by encouraging participants to reflect on their experiences within the specific context of interpretation, helping to bridge the gap between theory and practice.

In essence, the combination of MCs, debriefing sessions, and Community of Practice and Situated Learning principles creates a rich learning environment. It promotes skill development and nurtures a sense of community among interpreters, facilitating the sharing of knowledge and expertise within the specific context of their profession.

## **Learning Never Stops**

The participating students of the study have also derived significant learning from organising and executing their online MCs. Engaging in planning, decision-making, and execution, the learning cycle becomes a dynamic framework for their education. Post-event reflection allows them to analyse performance and implement lessons learned in subsequent conferences, creating a continuous feedback loop. The collaborative nature of this process emphasises joint efforts, enhancing teamwork, and exposing them to diverse perspectives. Simultaneously, individual growth is fostered, encompassing technical skills, critical thinking, and adaptability. This experiential learning approach bridges the gap between theory and practice, preparing students comprehensively for the challenges of their future interpreting careers.

In addition, developing professionalism, psychological insight, and strategic skills, along with non-linguistic dimensions like interpersonal skills, problem-solving, negotiation, resourcefulness, and reflection, heavily depends on the context (Fernández Prieto & Sempere Linares, 2010). They argue that these skills are best honed through context-specific practice. It is not as easy in traditional classrooms to create such context, and MCs offer an ideal platform for such learning (Pan, 2016, p. 122). Pan (2016) also reports that students believe they learned more from MCs than in usual classroom sessions (p. 122). Likewise, Kiraly (2000) identifies that MCs help students increase their confidence and enhance their interpreting performances and are ideal for facilitating cooperative learning. Such combinations are crucial to social constructivism in situated learning.

Li (2015) adds that students' positive perceptions in MCs directly correlate with their interpreting participation frequency (p. 334). Active engagement in well-designed and organised conferences boosts students' empowerment. Despite

benefits, Li (2015) highlights a significant drawback, with over half of his participants citing “limited chances of practice” as a substantial obstacle in MC efficacy (p. 336).

During the study, it was found that although not all interpreters got the same amount of time to interpret during the two MCs, it did not lead to any complaints from the participants. This was because there were diverse motivations within the group that helped to mitigate this limitation. Some students preferred online chat interaction, while others found accomplishment in ensuring event flow. It is noteworthy that online MCs for interpreting students provide a positive learning experience, allowing for continuous skill development.

In addition to the primary objectives of the study, it is important to recognize its role in customer education. By involving the non-major interpreting students with COPI and MCs, the study not only deepens their understanding of interpreting and conference organisation but also prepares them to become informed users of these services in the future. This firsthand experience will foster a greater appreciation for the complexities and challenges of the profession.

### **Finding One’s Roles and Strengths**

The study also reveals that students have benefited greatly through online MC organisation and practice, especially in identifying their strengths and enthusiasm via playing different roles during the process. For instance, some students enjoyed working under the spotlight either as interpreters or moderators, while others appreciated opportunities to work behind the scenes to facilitate the workflow of the events. Li (2015) argues that professionalism, psychological and strategic competence, and non-linguistic elements would be better acquired in MCs than in regular interpreting classes (p. 339). Well-organised MCs also encourage confidence-building and authentic learning overall.

To conclude, the online MCs in this study provided a platform for students to engage and partake in the entire conference. Despite the absence of face-to-face interactions in physical conferences, virtual exchanges have become a prevailing norm today, especially after two years of restricted movements due to COVID lockdowns. Feedback gathered through Google Forms and the online debriefing sessions involving the participants facilitated dynamic discussions and fruitful learnings. These exchanges prompted students to reflect on their strengths and weaknesses, further understanding their progress and future career trajectories.

## **Conclusions**

The project explored the benefits of using online MCs for non-major interpreting students during COVID lockdowns. Recognising the need to adapt our training practices to the new norm of online meetings, we created a safe and supportive learning environment through online MCs. This environment allowed students to develop their skills and confidence and explore their strengths and potential in addition to interpreting. It has also helped expand our understanding of why MCs are valuable in interpreter training by adding to the existing theoretical basis and as suggested by Li (2015), providing real-life examples of their effectiveness.

The COPI course in this study also offered unique opportunities to contextualise students' understanding of meeting organisation and professional interpreting services. Simulating the experience of interpreting in a meeting gave students a better understanding of the effort required to provide quality interpreting services. This understanding improved their preparation for future interpreting work and fostered greater respect for the profession.

Moreover, our findings and approach could inspire further research into online

MCs as a training tool and contribute to developing more efficient and effective interpreting training methods. Our project offered valuable learning experiences and contextualised students' understanding of interpreting work. It explored how online MCs can benefit non-major interpreting students during COVID lockdowns and in situations where face-to-face interactions are less likely. For instance, students' exploration and feedback regarding applying the two readily accessible online platforms, Zoom and Google Meet, for organising online MCs may serve as a valuable guideline for educators and students interested in similar arrangements to enhance interpreting learning and teaching. It would also be useful to investigate how the results of this online teaching study compare with findings from other offline interpreting teaching practices. Analysing the similarities and differences between the two, online and offline interpreting instruction, will benefit interpreting schools and educators in selecting the most appropriate teaching model.

As a researcher examining the use of online MCs for non-major interpreting training, it is essential to acknowledge the limitations of this project. Firstly, the sample size used in the study may not have been large enough to generate comprehensive observations and patterns. Additionally, the study's specific trainees and online context may not be transferable to other online contexts. However, the focus on enhancing the learning of the specific group of participants was valuable and provided insightful results that can be applied in similar online contexts.

One notable strength of the study was the use of the action research approach. By collaborating with participants and continuously evaluating online MCs as a training tool, the study allowed for changes and improvements over time. This iterative process is precious for interpreting training, where feedback and improvement are crucially intertwined.

Regarding data collection, student feedback and reflections were subjective



but valuable approaches. While this method may have limitations, it provided realistic and rich observations of the effectiveness of the training method. Nevertheless, the study could have been enhanced by involving a wider range of participants and incorporating diverse data collection methods, including interviews or focus group discussions. This approach would have enriched the findings and increased their applicability.

In reflection, the study's limitations serve as a reminder that research in interpreting training should always consider the context and limitations of the sample size, especially in the context of online MCs. However, the study's results demonstrate the value of using online MCs as a training tool for non-major interpreting training and highlight the importance of the action research approach in interpreting training research online.

## References

- Ahrens, B., Beaton-Thome, M., & Rütten, A. (2021). The pivot to remote online teaching on the MA in conference interpreting in Cologne: Lessons learned from an unexpected experience. *The Journal of Specialised Translation*, 36, 251-284. <https://doi.org/10.26034/cm.jostrans.2021.043>
- Alexeeva, I., & Snutova, E. (2010). Elements of the intensive post-graduate translator/interpreter training programme at SPbS. In I. Shpiniov & A. Antonova (Eds.), *Quality and qualifications in translation and interpreting* (pp. 11-14). Yanka Kupala State University of Grodno. <https://elib.grsu.by/katalog/147066-291612.pdf>
- Biernacka, A. (2018). Virtual classes as an innovative tool for conference interpreter training. *E-Mentor*, 5(77), 30-35. <https://doi.org/10.15219/em77.1386>
- Braun, S. (2007). Interpreting in small-group bilingual videoconferences: Challenges and adaptation. *Interpreting*, 9(1), 21-46. <https://doi.org/10.1075/intp.9.1.03bra>
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42. <https://doi.org/10.3102/0013189X018001032>
- Conde, J. M., & Chouc, F. (2019). Multilingual mock conferences: A valuable tool in the training of conference interpreters. *The Interpreters' Newsletter*, 24, 1-17. <https://doi.org/10.13137/2421-714X/29521>
- De Laet, F. (2010). Mock conference: A challenge for trainer and trainee. In V. Pellatt, K. Griffiths, & S. C. Wu (Eds.), *Teaching and testing interpreting and translating* (pp. 251-260). Peter Lang.
- Fernández Prieto, C., & Sempere Linares, F. (2010). Shifting from translation competence

- to translator competence. In V. Pellatt, K. Griffiths, & S. C. Wu (Eds.), *Teaching and testing interpreting and translating* (pp. 131-148). Peter Lang.
- Gillies, A. (2013). *Conference interpreting: A student's practice book*. Routledge.
- González-Davies, M. (2004). *Multiple voices in the translation classroom*. John Benjamins. <https://doi.org/10.1075/btl.54>
- González-Davies, M., & Enríquez-Raido, V. (2016). Situated learning in translator and interpreter training: Bridging research and good practice. *The Interpreter and Translator Trainer*, 10(1), 1-11. <https://doi.org/10.1080/1750399X.2016.1154339>
- Ju, E. (2014). A preliminary study of undergraduate-level special translation and interpretation programs in Taiwan. *Compilation and Translation Review*, 7(1), 81-126.
- Ju, E. (2020). Implications of remote mock conferences and remote teaching during the pandemic: Perspectives from interpreting teachers and students. *Spectrum: Studies in Language, Literature, Translation, and Interpretation*, 18(1), 1-26. <https://doi.org/10.53106/199891482020011801001>
- Ju, E. (2021). Design and implementation of conference interpreting practicum. *Compilation and Translation Review*, 14(2), 1-36. [https://doi.org/10.29912/CTR.202109\\_14\(2\).0001](https://doi.org/10.29912/CTR.202109_14(2).0001)
- Kiraly, D. (2000). *A social constructivist approach to translator education: Empowerment from theory to practice*. St. Jerome.
- Kiraly, D. (2005). Project-based learning: A case for situated translation. *Meta*, 50(4), 1098-1111. <https://doi.org/10.7202/012063ar>
- Klein, G. A. & Hoffman, R. R. (1993). Seeing the invisible: Perceptual-cognitive aspects of expertise. In M. Rabinowitz (Ed.), *Cognitive science foundations of instruction* (pp. 203-226). Routledge.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning*

- & *Education*, 4(2), 193-212. <https://doi.org/10.5465/AMLE.2005.17268566>
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Prentice-Hall.
- Komatsu, T. (2017). A brief history of interpreting and interpreter training in Japan since 1960s. In Y. Someya (Ed.), *Consecutive notetaking and interpreter training* (pp. 5-28). Routledge.
- Kurz, I. (2002). Interpreting training programmes: The benefits of coordination, cooperation, and modern technology. In E. Hung (Ed.), *Teaching translation and interpreting 4: Building bridges* (pp. 65-72). John Benjamins. <https://doi.org/10.1075/btl.42.10kur>
- Li, X. (2015). Mock conference as a situated learning activity in interpreter training: A case study of its design and effect as perceived by trainee interpreters. *The Interpreter and Translator Trainer*, 9(3), 323-341. <https://doi.org/10.1080/1750399X.2015.1100399>
- Lin, J., Davis, C., & Liao, P. (2004). The effectiveness of using international mock conference in interpreting courses. *Studies of Interpretation and Translation*, 9, 81-107. <https://doi.org/10.29786/STI.200512.0003>
- Naimushin, B. (2002). Translation in foreign language teaching: The fifth skill. *Modern English Teacher*, 11(4), 46-29.
- Pan, J. (2016). Linking classroom exercises to real-life practice: A case of situated simultaneous interpreting learning. *The Interpreter and Translator Trainer*, 10(1), 107-132. <https://doi.org/10.1080/1750399X.2016.1154346>
- Peng, G. (2004, February 25-27). *Emergence of notions of expertise: Novice interpreters' perceptions of interpreting quality* [Paper presentation]. The 4th Conference on Quality in T&I - Academic & Professional Perspectives, Madrid, Spain. <https://abacus.universidadeuropea.com/rest/api/core/bitstreams/49ae7d79-6946-47df-9e65-fccde34552eb/content>

- Peng, G. (2017). A case study of knowledge enhancement in undergraduate interpreter training courses in Taiwan. *Compilation and Translation Review*, 10(1), 121-158. [https://doi.org/10.29912/CTR.201703\\_10\(1\).0004](https://doi.org/10.29912/CTR.201703_10(1).0004)
- Peng, G. (2022). Exploring automatic speech recognition technology for undergraduate sight translation training. *Compilation and Translation Review*, 15(2), 199-242. [https://doi.org/10.29912/CTR.202209\\_15\(2\).0006](https://doi.org/10.29912/CTR.202209_15(2).0006)
- Risku, H. (2002). Situatedness in translation studies. *Cognitive Systems Research*, 3(3), 523-533.
- Risku, H. (2016). Situated learning in translation research training: Academic research as a reflection of practice. *The Interpreter and Translator Trainer*, 10(1), 12-28. <https://doi.org/10.1080/1750399X.2016.1154340>
- Schwarz, M., Scherrer, A., Hohmann, C., Heiberg, J., Brugger, A., & Nuñez-Jimenez, A. (2020). COVID-19 and the academy: It is time for going digital. *Energy Research & Social Science*, 68, 101684. <https://doi.org/10.1016/j.erss.2020.101684>
- Setton, R., & Dawrant, A. (2016). *Conference interpreting a trainer's guide*. John Benjamins. <https://doi.org/10.1075/btl.121>
- Tsuruta, C., & Naito, M. (2011). Incorporating practicums into the conference interpreting program. *Forum*, 9(2), 103-117. <https://doi.org/10.1075/forum.9.2.05tsu>
- Wenger-Trayner, E., & Wenger-Trayner, B. (2015). *Introduction to communities of practice*. Wenger-Trayner. <https://www.wenger-trayner.com/wp-content/uploads/2022/06/15-06-Brief-introduction-to-communities-of-practice.pdf>

## Appendix A

### Questionnaire for Organisers

#### Meeting Preparation – Organisers (Online)

- |  |  |
|--|--|
| <p>1. Email _____</p> <p>2. Name (English &amp; Chinese) _____</p> <p>3. Student number _____</p> <p>4. We organised<br/> <input type="checkbox"/> Exchanges/Experiences<br/> <input type="checkbox"/> E-Vehicles</p> <p>5. Platform<br/> <input type="checkbox"/> Team<br/> <input type="checkbox"/> Google Meet</p> <p>6. 3 advantages of the chosen platform are:</p> <p>7. 2 (or more) disappointments of the platform are:</p> <p>8. How many rehearsals have you gone through? What kind of 'bugs' have you found about the platform during the process? Solutions?</p> <p>9. What were the potential worries of the platform for the D-day?</p> <p>10. On the D-day, the platform supported us to (list at least 3 major functions)</p> <p>11. On the D-day, we had few technical scares (list 2)</p> | <p><b>Individual work</b></p> <p>15. My main role in the team this time is<br/> <input type="checkbox"/> Moderator<br/> <input type="checkbox"/> Speaker<br/> <input type="checkbox"/> Publicity officer<br/> <input type="checkbox"/> Interpreting manager<br/> <input type="checkbox"/> Technical officer<br/> <input type="checkbox"/> Others</p> <p>16. I also shared some work in (select all that apply)<br/> <input type="checkbox"/> Moderator<br/> <input type="checkbox"/> Speaker<br/> <input type="checkbox"/> Publicity officer<br/> <input type="checkbox"/> Interpreting manager<br/> <input type="checkbox"/> Technical officer<br/> <input type="checkbox"/> Others</p> <p>17. The major tasks of my ROLE (name 3)</p> <p>18. Before the event, what exactly did I do to prepare for my tasks (name 3)?</p> <p>19. Right before the event, I felt<br/> <input type="checkbox"/> properly nervous, but I could still hold myself together.<br/> <input type="checkbox"/> cool as a cucumber.<br/> <input type="checkbox"/> strangely high as a kite.<br/> <input type="checkbox"/> so petrified that I would pass out any minute.</p> <p>20. During the event, I was trying to focus on (name 2 tasks)</p> <p>21. During the event, what were the unexpected challenges and my reactions to them (name 2)</p> <p>22. After the event, I would say that my performance was a (1-7): _____<br/>         Tragedy (1); Triumph (7)</p> <p>23. I survived ok, nonetheless, thanks to (select all that apply)<br/> <input type="checkbox"/> my preparation<br/> <input type="checkbox"/> my teammates' support and help<br/> <input type="checkbox"/> my perseverance<br/> <input type="checkbox"/> the fact that it was online not face-to-face<br/> <input type="checkbox"/> the clear workflow we have in place<br/> <input type="checkbox"/> the fact that I was born to shine<br/> <input type="checkbox"/> mercy from the audience</p> |
|--|--|
- Teamwork**
12. What had been the biggest challenges of communicating within the team (name 2 or more)
13. Biggest challenges of communicating with the Interpreters (name 2)
14. Where were the difficult decisions for our team during the process and the consensus reached (2 examples)

☐ my inspiring professor (!)

24. If I may express special thanks to one of my teammates, who would that be and why.

**The interpreters**

25. With regard to the interpreting services today, I would give their team a (1-7): \_\_\_\_\_  
Tragedy (1); Triumph (7)

26. What had they done very well in (name 2 areas), that we could learn from them for next time?

27. Factors that might affect their performances (select all that apply)

- ☐ Nerves  
☐ Word-for-word approach for interpreting  
☐ Lacking knowledge on subject matters  
☐ Gaps of language proficiencies  
☐ Technical issues  
☐ Stamina – starting off ok but getting tired later  
☐ Insufficient preparation on terminology and expressions  
☐ Others

28. If you are to choose TWO of the most impressive interpreters, who would that be and why? What do they have in common and how do they differ?

**To conclude**

29. By organising our very own online event, I have learned that I enjoyed very much (select 3)

- ☐ Working with my team to complete the project  
☐ Preparing for a specific task and delivering it bravely despite the nerves  
☐ Designing the workflow for the whole project to take shape  
☐ Liaising with teammates and publicising the event  
☐ Designing the poster/agenda to attract audience  
☐ Exploring the online platform and identifying ways to meet our needs  
☐ Providing background music during the participant arrival period

☐ Creating a smooth, efficient, and engaging interaction interface

☐ Speaking to people under the spotlight.

30. All in all, I'd also like to add...

**Thank you for organizing such a great event!**

## Appendix B

### Questionnaire for Interpreters

#### Meeting Preparation – Interpreters (Online)

1. Email \_\_\_\_\_
2. Name (English & Chinese) \_\_\_\_\_
3. Student number \_\_\_\_\_
4. We organised
  - ☐ Exchanges/Experiences
  - ☐ E-Vehicles
5. Platform
  - ☐ Team
  - ☐ Google Meet
6. As interpreters, we find the platform (1-5)
 

\_\_\_\_\_

Almost impossible to use (1)

Worked like a dream (5)
7. It would be better if it could support (name 2)
8. Our potential worries of the platform (name 2)
9. On the D-day, the platform supported us to (list at least 3 major functions)
10. On the D-day, the technical scares from the platform are (list 2)
11. What were the biggest challenges of communicating with the organiser this time and the what were the final solutions? (name 2)
12. What were the very difficult decisions to make within our team during the process and what kind of consensus did we reach at the end? (2 examples)
13. What were my assigned speaker & session and what's the language direction? (into English or into Chinese)
14. To prepare for the meeting as an interpreter, I assumed that my session would be about... (a short summary)
15. To prepare for the task as an interpreter, what kind of preparation and details did I make and cover? (list 3 at least)
16. Materials available to me for preparation (select all that apply)
  - ☐ PPT from the organiser
  - ☐ Agenda from the organiser
  - ☐ Prepared questions from the organiser
  - ☐ Online resources (Wiki/Travel blogs, etc)
  - ☐ My own experiences
  - ☐ Others
17. What were the other materials and did you make a glossary list?
18. Glossary. If you made a glossary, please upload it here.
19. Right before the event, I felt (choose one)
  - ☐ properly nervous, but I could still hold myself together.
  - ☐ cool as a cucumber.
  - ☐ strangely high as a kite.
  - ☐ so petrified that I would pass out any minute.
20. When my show time was on, what did I have with me? (select all that apply)
  - ☐ Notepad
  - ☐ Pens
  - ☐ Glossary
  - ☐ Other documents I prepared
  - ☐ Nerves
  - ☐ Brains (some)
21. During my interpreting session, I was trying very hard to focus on (name 2 tasks)
22. During the event, what were the unexpected challenges and my reactions to them? (name 2)



23. After the event, I would say that my performance was a (1-7): \_\_\_\_\_  
Tragedy (1); Triumph (7)
24. Factors to prevent me from performing my best are (select all that apply)
- ☐ Nerves
  - ☐ Word-for-word approach for interpreting
  - ☐ Lacking knowledge on subject matters
  - ☐ Gaps of language proficiencies
  - ☐ Technical issues
  - ☐ Stamina – starting off ok but getting tired later
  - ☐ Others
25. I thought I've made all the necessary preparation for the task, but during and after the meeting, I realised that I needed to put more work in (select all that apply)
- ☐ Relevant terminology
  - ☐ Relevant expressions on the topic covered by the speaker
  - ☐ My skills in dealing with numbers and figures
  - ☐ My Chinese needs more work than I thought
  - ☐ My English was fluent, but it crumbled so easily.
  - ☐ Managing my nerves, as they prevented me from doing my best.
  - ☐ I underestimated the importance of preparation for this meeting.
  - ☐ Others
26. I survived ok, nonetheless, thanks to (select all that apply)
- ☐ my preparation
  - ☐ my teammates' support and help
  - ☐ my perseverance
  - ☐ the fact that it was only online not face-to-face
  - ☐ the clear workflow we have in place
  - ☐ the fact that I was born to shine
  - ☐ mercy from the audience
  - ☐ my inspiring professor (!)
27. If I may express special thanks to one of my interpreting teammates, who would that be and why?

### The organiser

28. With regard to the organiser today, I would give their team (1-7) \_\_\_\_\_  
Tragedy (1); Triumph (7)
29. What did they do very well (name 2 areas), that we could learn from them when we organise another event again.
30. If I am to choose TWO of the most impressive team members from them, who would that be and why? What do they have in common and how do they differ?

### To conclude

31. By working in the team of interpreters today, I have learned that I enjoyed very much (select all that apply)
- ☐ Working with my team to complete the project
  - ☐ Preparing for the task and delivering the service as planned
  - ☐ Liaising with teammates and the organiser to make sure we have the right materials to work with
  - ☐ Supporting my teammates when they need me
  - ☐ Talking to people under the spotlight
  - ☐ Others
32. Which skills that we have covered in class this semester have helped you the most in this meeting as an interpreter? What are the skills that you would like to spend more time improving in the future?

***Thank you again for the great interpreting service!***

## Appendix C

### Post-Mock Conference Questionnaire for Audience From Group A

#### Ten Thousand Miles Away From Home

(線上講座意見回饋表單)

感謝您今天的參與！邀請您撥空完成這份問卷，讓我們下次更進步！  
我們也會選出三位送您精美小禮物！

Email: \_\_\_\_\_

1. 是否為外文系學生？☐是 ☐否
2. 整體來說，對於此次講座的滿意程度  
☐非常滿意 ☐滿意 ☐普通 ☐不滿意 ☐非常不滿意
3. 您認為本次會議的流暢度  
☐非常滿意 ☐滿意 ☐普通 ☐不滿意 ☐非常不滿意
4. 演講的資訊內容，有幫助到您嗎？  
☐有 ☐無 ☐其他
5. 想要對講者／舉辦方說的話：

---

---

#### 口譯實作意見回饋

6. 針對這次講座中口譯員進行的雙語翻譯，請給出您寶貴的意見！  
我們將針對您的回饋改進！
7. 整體來說，對口譯員的滿意程度  
☐非常滿意 ☐滿意 ☐普通 ☐不滿意 ☐非常不滿意
8. 今天講座中的口譯翻譯，有幫助到您理解演講內容嗎？  
☐有 ☐無 ☐其他
9. 給口譯員的建議：

---

---