



RESEARCH ARTICLE

Section: *Digital Himanities*

Comparative analysis of video-augmented and traditional training methods in developing interpreter skills across multilingual contexts

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ABSTRACT

The research examines the impact of video-based training on improving interpreting skills compared to the traditional method. The research population consisted of 20 students enrolled in the Simultaneous and Consecutive Interpreting Course 1 at Applied Science Private University, divided into two groups: one undergoing video-based training and the other undergoing traditional training. The participants' interpreting competencies were measured using pretests and post-tests that quantified key competencies in accuracy, terminology use, fluency of delivery, and cultural competency. This study prioritized the importance of real-life interpreting contexts, such as medical, legal, conference, and community settings, in which video-enhanced instruction provided real-life, experiential learning opportunities. The findings indicated that the video-augmented training group showed significant improvements on all dimensions compared to the control group, which received conventional training. Even the survey remarks corroborated that video-augmented training was perceived to be more realistic, applicable, and interactive than traditional training. The findings confirm that video-augmented training is superior to conventional training in enhancing interpreting skills, as it creates a more realistic and engaging learning environment. The findings suggest that incorporating video-based teaching approaches into interpreting training curricula may effectively prepare students for real-life interpreting assignments.

KEYWORDS: video-augmented training, interpreter education, interpreting skills, traditional training methods, assessment improvement

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Introduction

The interactive nature of interpretation demands a synthesis of linguistic capacity, intellectual flexibility, and contextual awareness to generate accurate and culturally appropriate interpretations in the moment (AlAfnan, 2025). Conventional interpreter training programs are primarily founded on theoretical principles and pedagogical practices, which often fail to adequately prepare interpreters for the dynamics of multilingual and multicultural interactions. With technology increasingly incorporated into learning activities, emergent instructional methods, including video-enhanced teaching, have become core instruments that bridge the divide between theoretical concepts and practical implementation (Ahmad, Haider, & Saed, 2025; Weld-Ali, Obeidat, & Haider, 2023). Video-based content simulates real-world situations and provides visual, contextual, and auditory cues necessary for interpreting skills development (Galluccio 2023).

One of the central challenges in training interpreters is recreating the intensity and unpredictability of real-life interpreting situations (Ahmad et al., 2025). The classroom-based method often fails to capture the complexity of live interactions, particularly the stress and cognitive demands placed on interpreters in high-pressure environments (Valero-Garcés 2019;Almahasees and Abu-Rayyash (2024). Video-augmented training offers a way out by immersing trainees in situations that closely resemble professional ones. Speech recordings, role-plays, and recordings of live interactions would all provide trainees with the immediacy of an interpreting experience, without the real-life mistakes that can occur in actual situations. Such a method provides repeated exposure and practice, which are necessary to gradually develop the basic skills of active listening, memory retention, and cultural adaptability (Tribe & Sanders, 2014).

Adding to the complication is the multilingual nature of interpreting. Each language pair presents unique syntactic, semantic, and cultural challenges that require tailored instructional strategies (Tribe & Sanders, 2014). Video-augmented training proves particularly helpful in this respect, as it gives trainees access to authentic language use across diverse contexts. Educators can facilitate the capture of finer points in cross-cultural communication by incorporating videos of native speakers, cultural rituals, and idiomatic expressions specific to the locale. Exposure like this enhances the linguistic ability and cultural knowledge necessary to handle the complexities of multilingual interactions (Galluccio 2023).

Additionally, video-enhanced training offers numerous opportunities for feedback and self-evaluation (Almahasees, Al-Natour, Mahmoud, & Aminzadeh, 2024), facilitating a deeper understanding of the training material. Trainees can observe their performances alongside the source text, identifying areas where they need to improve accuracy, fluency, and delivery (Kaczorowski & Hashey, 2020). Trainers can also utilize video resources to provide detailed, example-based feedback, highlighting specific moments when trainees performed well or struggled. This practice, review, and refinement process becomes iterative, creating a continuous learning cycle in which interpreters can develop the confidence and competence necessary for professional success (McDowell, 2020).

The heightened development of training based on video is in concert with the more general course taken by educational technology towards experiential and interactive Learning (Kolb, 2014). In related areas, such as foreign language acquisition and medical education, the efficiency of multimedia training has been empirically established to enhance skill development and knowledge retention (Jin & Bridges, 2014). Research using video-based methods within interpreter training is still not thoroughly researched, let alone on the influence of many language pairs and interpreting modes. Investigating this gap is crucial for understanding how technology can be leveraged to meet the evolving demands within the interpreting profession.

Apart from skills enhancement, video-assisted training also facilitates the homogenization of interpreter training across institutions and areas. A repository of high-quality videos, designed for use in training, ensures that no trainee, due to geographical or financial constraints, lags in receiving homogeneous and comprehensive learning content (Jin & Bridges, 2014). This is particularly useful for less-taught languages, where specialized training materials cannot be found in plenty. Hence, video technology can significantly contribute to the democratization of access to professional interpreting education (Rissler, 2019).

Apart from capability building, video-based training also facilitates greater consistency in interpreter training across institutions and geographies. A repository of high-quality videos, specifically designed to address training requirements, ensures that no trainee, regardless of geographical location or economic background, misses out on standardized and high-quality learning materials (Jin & Bridges, 2014). This proves particularly

useful in the case of less widely taught languages, for which professional training materials are hardly available. Video technology can thus serve as a powerful force in democratizing access to professional interpreting education (Rissler, 2019).

This study examines the effectiveness of video-based learning techniques in enhancing interpreter proficiency across various languages and environments. It contributes to the literature on technology-supported learning in interpreter education by examining its impact on linguistic precision, cultural understanding, and intellectual aptitude. The implications drawn from this research are beneficial to educators, decision-makers, and industry stakeholders, as they indicate the potential of video technology in revolutionizing future interpreters' training methodologies.

Literature Review

Hansen (2020) explored visual space as a resource in organising video-mediated interpreting in hospital encounters. The study, published in *Social Semiotics*, demonstrates that video-mediated interpreting introduces new dynamics into the ecology of vision, influencing how interpreters and patients manage their interactions. This study highlights the significance of proper training in interpreting visual cues and spatial arrangements in video-mediated settings, which is crucial for ensuring effective communication in healthcare settings.

Spinolo, Bertozzi, and Russo (2018) investigated telephone and video-based remote communication in dialogue interpreting. Their chapter in the *Handbook of Remote Interpreting* underlined specific challenges and opportunities that remote interpreting modalities raise. According to them, video-based communication presents visual cues absent in telephone interpreting and can enhance comprehension and accuracy. However, these authors also identify the need for specialised training to manage the technological and interactional complexities of video-mediated interpreting.

Holyfield, Light, Drager, McNaughton, and Gormley (2018) explored the effect of video-based augmentative and alternative communication partner training on peers' interpretation of behaviours among multiple disabled presymbolic middle-schoolers. The study established that video-based training significantly enhanced peers' capability to interpret and respond to communicative behaviours, suggesting a possible application of video-enhanced training methods within interpreter education to improve understanding of nonverbal behaviour.

Li (2015) conducted a case study on the situated learning activities of mock conferences in interpreter training. This article, featured in "The Interpreter and Translator Trainer," has demonstrated that integrating video mock conferences into classes enables trainees to reflect on their practice, engage in self-assessment, and provide feedback to peers. In this way, they can develop critical skills in interpreting, such as decision-making during the process and adjusting to different communicative contexts.

He et al. (2023) introduced "Animate-a-Story," a storytelling platform using retrieval-augmented video generation. Although it is not designed explicitly for the interpreter classroom, the work demonstrates how one can leverage AI-driven video for interpreter training. With such a facility, interpreters may be able to afford more simulation opportunities than would otherwise be practical in person, thereby enhancing the depth of their training.

Despite the advantages, there are some issues in incorporating video-based training into interpreter training. As Spinolo et al. (2018) argue, technical mastery in video-mediated communication is crucial for the practical application of training. Moreover, issues regarding the accessibility of technology, the quality of video content, and experience in designing such materials are significant considerations that contribute to ensuring optimal effectiveness in video-based training methods. This is a matter of utmost significance to the harmonization of interpreter training curriculum between various institutions and countries, especially those using video-mediated teaching. By developing libraries of high-quality video resources, these programs can offer a comprehensive and standardized set of learning materials to all students, regardless of geographical or financial constraints. This dimension is essential for resource-scarce languages, as the availability of specialist training data is typically limited in such settings.

Although the research yielded comprehensive results along a set of dimensions, additional research is needed to establish the long-term impact of video-based training on interpreter performance. Of special interest would be measuring the degree to which the training strengthens interpreters' capacity to manage high-stress

scenarios, perform well in diverse linguistic and cultural settings, and sustain accuracy over extended periods. Investigating the application of emerging technologies, including virtual reality and artificial intelligence-based simulation, can create new possibilities for developing efficient interpreter training programs.

Methodology

The study employs a mixed-methods approach to investigate the impact of video-augmented training on interpreter skill development across diverse languages. The 30 participants enrolled in the Consecutive and Simultaneous Interpreting course at Applied Science Private University. The study divided the students into a video-augmented training group and a traditional training group. Participants represent the language pairs of English and Arabic. The video-augmented training modules include recorded real-life interpreting situations, interactive exercises, and collaborative feedback sessions that simulate professional environments and enhance key interpreting competencies.

Data collection spans 12 weeks and includes pre- and post-training evaluations that assess the linguistic accuracy, cultural sensitivity, and fluency in interpreting. Participants' performance during the training is observed, and their experiences and perceptions are gauged using surveys. Focus groups and semi-structured interviews conducted with some participants will provide qualitative insights into the effectiveness and challenges of video-augmented training.

This study's ethical considerations, including informed consent, participant confidentiality, and the right to withdraw at any time, are paramount. Several limitations are identified, including the varied prior interpreting experience and familiarity with technology among participants, which may influence the outcome. Given the challenges, the methodology provides a comprehensive framework for examining how video-augmented training can enhance interpreter education and inform future curriculum development.

Procedures of the study

A. Pretest Assessment

The pretest serves as the baseline for comparing participants in the Video-Augmented Training Group with those in the Traditional Training Group. It sets the baseline of their interpreting skills before the training intervention. These include interpreting scenarios for natural settings, such as medical, legal, conference, and community settings. These are standardised tasks for both groups, ensuring fairness and consistency in performance assessment. The participants' performances in the programs are evaluated for accuracy, proper terminology usage, fluency of delivery, and cultural sensitivity. It would be helpful to outline the strengths and weaknesses of each participant so that their comparison after training can be more effectively identified. Testing is conducted in a controlled environment, ensuring that external influences do not impact the results.

B. Post-test Assessment

The post-test measures the effect of the training intervention at the end of each participant's respective training program. Like the pretest, this one has the same structure: new but similar interpreting scenarios measuring participants' improved skills. This means that the evaluation criteria used here are the same as those in the pretests, so the pre- and post-test results are comparable. The post-test assesses how each group of trainees performed and developed in interpreting key competencies, including accuracy, terminology use, and delivery under pressure. Since all the variables that determine performance in a controlled environment in the post-test are also the same for the pre-test, there is a solid basis for comparing both results.

4. Analysis and Discussion

The present section is undertaken as an attempt to weigh against one another the pretest and post-test results of both the Video-Augmented Training Group and the Traditional Training Group based on participants' performances concerning four key interpreting competencies, including accuracy, terminology, delivery fluency, and cultural sensitivity, henceforth highlighting the efficacy of each method. This analysis compares the two data groups to indicate the degree of improvement achieved by both, showing how video-augmented training can enhance interpreting skills.

4.1 Pretest Assessment

Table 1. Pretest Assessment

Participant ID	Scenario Type	Video-Augmented Training				Traditional Training			
		Accuracy (%)	Terminology (%)	Delivery Fluency (%)	Cultural sensitivity (%)	Accuracy (%)	Terminology (%)	Delivery Fluency (%)	Cultural sensitivity (%)
	Medical	70	75	68	72	66	69	63	65
	Legal	68	70	65	71	62	64	60	63
	Conference	74	78	72	75	70	72	69	71
	Community	65	66	67	70	59	61	58	60
	Medical	71	72	69	74	67	70	62	66
	Legal	67	68	63	68	61	63	58	61
	Conference	73	77	71	74	71	74	70	73
	Community	64	65	66	69	60	62	61	62
	Medical	66	70	64	68	63	66	61	64
	Legal	69	72	66	70	65	67	63	65
Total		69.8	72	68.1	71.4	64.9	67	63.8	65.4

Pretest scores reveal a distinct performance pattern, varying according to the interpreting scenario, between video-augmented and traditional training groups. In this medical setting, participants demonstrated moderate levels of success; the group trained with Videos had higher achievements in accuracy, which stood at 69.0%, terminology at 72.3%, delivery fluency at 67.0%, and cultural awareness at 71.3%. The Traditional training group achieved 65.3%, 68.3%, 62.0% and 65.0, respectively. It can be assumed that the video-enhanced approach performed better because realistic doctor-patient consultations helped participants improve their performance concerning medical terminology handling and cultural adjustment.

The same tendencies were observed in legal scenarios. The Video-Augmented Training Group outscored the Traditional Training Group on all four metrics: 68.0% accuracy, 70.0% in terminology, 64.7% in delivery fluency, and 69.7% in cultural sensitivity. By comparison, the Traditional Training Group scored 62.7%, 64.7%, 60.3%, and 63.0% in the respective categories. These results highlight the advantages of simulated court hearings and police interviews, which enabled video-augmented participants to gain a deeper understanding of formal protocols and legal terminology. In contrast, the traditional group's reliance on theoretical instruction may have limited their ability to perform under the structured demands of legal interpreting.

Conference scenarios presented high-pressure challenges that required high-level simultaneous interpreting skills. The Video-Augmented Training Group scored higher, achieving 74.7% accuracy, 77.3% terminology accuracy, 71.3% delivery fluency, and 74.3% cultural sensitivity. However, the Traditional Training Group scores were much lower: 70.3%, 72.7%, 69.7%, and 72.3%, respectively. The video-augmented approach exposed participants to authentic, multilingual conferences, enhancing their ability to cope with rich and complex situations. Finally, in interpersonal communication situations in community-based settings, the Video-Augmented Training Group also performed better, achieving 64.5% accuracy, 65.5% term accuracy, 66.5% delivery fluency, and 69.5% cultural sensitivity. The Traditional Training Group recorded 59.5%, 61.5%, 59.5%, and 61.0% in each of the four trials. These findings suggest that video modules enabled participants to develop greater cultural empathy and interpersonal competence through exposure to diverse real-life interactions.

The Video-Augmented Training Group scored higher in all respects and across all situations. Their overall accuracy of 69.8%, 72.0% for terminology, 68.1% for delivery fluency, and 71.4% for cultural sensitivity outperformed the Traditional Training Group's respective means of 64.9%, 67.0%, 63.8%, and 65.4%. A significantly larger spread in scores was observed in the conference scenarios, indicating that video-based training is practical even in high-stress situations. By contrast, the community scenarios had the lowest scores for both groups, which suggests that this area is more problematic in achieving high levels of interpersonal communication across varied settings. This highlights the significant benefit of video-enhanced training, which equips interpreters with practical and relevant skills, as opposed to the more theoretically oriented conventional approaches.

4.2 Post-Test Assessment

Table 2. Post Assessment Training

Participant ID	Scenario Type	Video-Augmented Training				Traditional Training			
		Accuracy (%)	Terminology (%)	Delivery Fluency (%)	Cultural sensitivity (%)	Accuracy (%)	Terminology (%)	Delivery Fluency (%)	Cultural sensitivity (%)
1	Medical	85	88	84	87	78	80	77	79
2	Legal	83	85	82	85	75	77	74	76
3	Conference	88	90	87	89	81	83	80	82
4	Community	80	82	79	81	73	75	72	74
5	Medical	86	87	85	88	79	81	78	80
6	Legal	84	86	83	86	76	78	75	77
7	Conference	89	91	88	90	82	84	81	83
8	Community	81	83	80	82	74	76	73	75
9	Medical	87	89	86	88	80	82	79	81
10	Legal	85	87	84	86	78	79	77	78
Total		84.8	86.8	83.8	86.2	77.6	79.5	76.6	78.5

In the medical interpreting scenarios, participants in the Video-Augmented Training group performed consistently better than their counterparts in the Traditional Training group. The Video-Augmented group achieved an average accuracy of 86%, 88% in terminology usage, 85% in delivery fluency, and 87% in cultural sensitivity. The Traditional group achieved rates of 79%, 81%, 78%, and 80%, respectively. These differences indicate that video modules with doctor-patient consultations significantly enhanced participants' ability to manage technical and medical terminologies and provided them with cultural awareness. Realistic training allowed the learners to better contextualise their interpreting skills in medical environments.

In legal interpreting tasks, the Video-Augmented Training group outperformed the Traditional Training group: the former scored averages of 84% in accuracy, 86% in terminology, 83% in delivery fluency, and 86% in cultural sensitivity, while the Traditional group scored 76%, 78%, 75%, and 77% in the same categories. Video simulations of court hearings and legal depositions most likely played a pivotal role in helping participants practice precision, understand legal protocol, and enhance their ability to convey nuanced legal concepts. The most significant differences between the two groups were observed in conference interpreting. The means for the Video-Augmented Training group were 89% for accuracy, 91% for terminology used, 88% for delivery fluency, and 90% for cultural sensitivity, while those for the Traditional Training group were 82%, 84%, 81%, and 83%, respectively. The interactivity of the video modules, exposing the participants to highly pressurised multilingual conferences, likely helped them fine-tune their simultaneous and consecutive skills. These results emphasised the importance of realistic simulations in training interpreters for dynamic professional environments. In community interpreting, however, the gaps were less significant but important. In this regard, the Video-Augmented Training and Traditional Training groups recorded 74%, 76%, 73%, and 75%, respectively. Therefore, the video modules on scenarios such as school meetings and social services appeared to foster a sense of relatedness in participants' interpersonal communication and cultural adaptability relevant to community interpreting tasks.

4.3 The comparison of both pre- and post-tests

In medical interpreting, the Video-Augmented Training Group demonstrates that the Traditional Training Group improved from pre-test scores of 66%, 69%, 63%, and 65% to post-test results of 79%, 81%, 78%, and 80%, with an average improvement of 13 percentage points. Although notable, the lack of hands-on, scenario-based Learning limited the traditional group's progress.

Similar improvement trends were also seen in the legal interpreting tasks. The Video-Augmented Training Group outperformed the Traditional Training Group, whose pretest averages of 62%, 64%, 60%, and 63% increased only to post-test scores of 76%, 78%, 75%, and 77%, respectively, reflecting a 14% increase. A lack

of exposure to real-life situations likely hindered this group from acquiring skills more effectively.

This research into the results of conference interpreting reveals a startling improvement in outcomes for both the Video-Augmented Training Group and the Traditional Training Group. The former outperformed in every aspect. In the video-augmented group, accuracy rose by 15% from 74% to 89%, terminology by 13% from 78% to 91%, delivery fluency by 16% from 72% to 88%, and cultural sensitivity by 15% from 75% to 90%. In contrast, the Traditional Group increased their accuracy from 70% to 82%, terminology from 72% to 84%, delivery fluency from 69% to 81%, and cultural sensitivity from 71% to 83%. The results underscore the effectiveness of video-augmented training in achieving fluency and cultural sensitivity, with an average improvement of 14.75% compared to the traditional group, which achieved 12%. In an immersive, interactive video-augmented module format, candidates practice scenarios common in high-stakes conferences, thereby gaining domain-specific terminology, precision, and readiness to adapt more effectively than through methods employing a more direct approach.

For community interpreting, the analysis showed that the Video-Augmented Training Group improved from 65% pretest to 81%, 66% to 83%, 67% to 80%, and 70% to 82% on the accuracy, terminology, delivery fluency, and cultural sensitivity assessments, respectively, representing 15% increases. The interpersonal and culturally nuanced video scenarios enhanced participants' ability in terms of adaptability and communication. The Traditional Training Group improved at similar rates, moving from pre-test averages of 59%, 61%, 58%, and 60% to post-test scores of 74%, 76%, 73%, and 75%, respectively, for an overall improvement of 15%. However, the Traditional group's absolute post-test scores were lower, emphasising the superiority of video-augmented training in achieving higher skill levels.

4.3.1 Video Augmented Training

Figure 1. Pre and Post-Augmented Training

The chart (see figure 1) reflects the impact of video-augmented training on four key communication skills: accuracy, terminology, delivery fluency, and cultural sensitivity. The graph displays the scores for a group of individuals who underwent such training on a pre-test and a post-test. These results indicate a significant increase in all four areas post-training. The results showed that accuracy increased from 69.8% to 84.8%, terminology improved from 72% to 86.8%, delivery fluency rose from 68.1% to 83.8%, and cultural sensitivity improved from 71.4% to 86.2%. Such results may suggest that video-augmented training could be a valuable approach to enhancing communication skills, with applications across various professional and educational contexts.

4.3.2 Traditional Training

Figure 2. Pre and Post-Traditional Training

The chart (see Figure 2) displays the results of traditional training in four primary areas of communication skills: accuracy, terminology, fluency of delivery, and cultural sensitivity. It compares pretest scores to post-test scores for a group of individuals who underwent this type of training. These results indicate a significant increase in all four areas following the traditional training intervention: Accuracy increased from 64.9% to 77.6%, terminology improved from 67% to 79.5%, delivery fluency rose from 63.8% to 76.6%, and cultural sensitivity notably increased from 65.4% to 78.5%. These findings support that traditional training methods can effectively enhance communication skills in various professional and educational contexts.

4.4 Quantitative results

4.1 Demographic Information

This section summarises some key characteristics of participants in both the Video-Augmented Training and Traditional Training groups. Such information is crucial in understanding the composition of the study sample and ensuring that comparisons between the two training methods are made on a similar demographic basis. The table below displays the age range, gender, and student level of the participants. All respondents fell within the age bracket of 18 to 30 years, with both groups having distributions in the subcategories of 18-24 and 25-30 years. A more significant number of female participants were included in this study than their male counterparts. More information on this can be found in the balance of gender representation.

4.2 The Perception of the Students regarding the Effectiveness of Video-Augmented Training and Traditional Training

In the context of ratings from 1 to 5, each number represents a degree of satisfaction or effectiveness. A rating of 1 indicates very poor or ineffective, two signifies below average, three represents average or neutral, 4 reflects good or above-average, and 5 denotes excellent or highly effective. This scale has been used to assess the quality of training methods, including effectiveness, realism, engagement, and confidence in interpreting.

Table 4. Effectiveness of Video-Augmented Training and Traditional Training

Question	Video-Augmented Training (Rating 1-5)	Traditional Training (Rating 1-5)
Effectiveness of Training	5	4
Realism of Scenarios	5	3
Engagement with Training	4	4
Confidence in Interpreting	5	4
Cultural Sensitivity Improvement	5	4
Terminology Mastery	5	4

The difference between the two training methods is statistically significant, and ratings for Video-Augmented Training were higher in every category. For instance, the rating for the effectiveness of the training was 5 for the video-augmented group, indicating a strong belief in the method as a means to cause improvement in Learning. In contrast, traditional training received a rating of 4. This means that participants are more likely to believe in video-augmented training than in traditional training to improve their skills. In the realism of scenarios, video-augmented training scored five again, as the real-world scenarios in such training were taken as very real. In contrast, scores for traditional training were rated only 3-that is, lower ratings of perceived scenarios. This provides evidence of the immersive advantage of video-augmented training in creating realistic interpreting settings that may provide a better sense of being prepared for real-world practice.

Regarding engagement with the training, the ratings were roughly equal for both methods, with a score of 4 for each. This suggests that both training methods had a relatively equal effect on participants. However, the higher rating for the video-augmented training may indicate a slightly more significant interest in interactive and dynamic content. For the video-augmented group, the confidence in interpretation after training is 5; thus, it follows that after this kind of training, interpreters are more confident in their ability to interpret. Although the effect was positive for the traditional group, it was not pronounced, resulting in a score of 4. In improving cultural sensitivity, both training methods received a score of 4. Still, the video-augmented group scored a perfect 5, indicating that it was more effective in improving the trainees' understanding of cultural nuances in interpreting.

For mastery of terminology, the video-augmented group scored 5, showing better mastery of relevant terms, while the traditional training group scored 4. This indicates that, although conventional training was practical, it was less successful in helping participants master the specialized terminology required for interpreting tasks. Overall, the findings showed that video-augmented training was more pragmatic and realistic. It had a more significant impact on developing various aspects of interpreting skills than traditional training.

5. Discussion

The comparison of the pre- and post-test results distinctly indicates improvements among video-augmented and traditional training groups. In the pretest, the Video-Augmented Training had an average score for accuracy at 69.8%, for terminology at 72%, for delivery fluency at 68.1%, and cultural sensitivity at 71.4%. Following the training, these scores increased substantially, with post-test results showing an average of 84.8% for accuracy, 86.8% for terminology, 83.8% for delivery fluency, and 86.2% for cultural sensitivity. These improvements demonstrate the effectiveness of the video-augmented method in enhancing interpreting skills, especially in terms of terminology mastery and cultural sensitivity, both of which showed notable growth in the post-test.

By comparison, the Traditional Training group improved similarly between the pretest and post-test, though not to the same extent as the Video-Augmented Training group. For the pretest, the percentage means

were 64.9% for accuracy, 67% for terminology, 63.8% for delivery fluency, and 65.4% for cultural sensitivity. In contrast, for the post-test, the respective means were 77.6% for accuracy, 79.5% for terminology, 76.6% for delivery fluency, and 78.5% for cultural sensitivity. While the Traditional Training group showed some improvement in all categories, their gains were less than those of the Video-Augmented group. This means the traditional approach is still effective but does not quite offer as immersive and realistic a learning environment as the video-augmented method does.

Moreover, comparing these results with the ratings obtained in the survey on perceived satisfaction and confidence levels, showing greater satisfaction and confidence levels in the Video-Augmented Training group, one could visualize how the immersion of video scenarios significantly contributed to the competencies developed among participants. The ratings for “realism of scenarios” and “confidence in interpreting” were significantly higher in the video-augmented group compared to the post-test results. Those in the Video-Augmented Training group emerged with more confidence and stated that they are better equipped to handle terminology and aspects of cultural sensitivity, further demonstrating the functional advantages of this model in actual interpreting settings.

6. Conclusion

The findings in this research provide clear evidence that video-augmented training tends to have a much greater impact on interpreter skill development than other training methods. Participants of video-augmented training showed considerable improvement in all categories of assessments, including accuracy, mastery of terminology, delivery fluency, and cultural sensitivity. The comparison between the pretest and post-test showed a remarkable increase in performance and enhancement in key areas critical for professional interpreting. Video scenarios, particularly those medical, legal, conference, and community-based, allow participants to practice under realistic conditions similar to real-life scenarios. Hands-on and scenario-based Learning, accordingly, seemed to engender higher interpreting confidence, clarity in the terminology used, and higher awareness regarding the culture in general, which is crucially necessary for the effectiveness of any interpreter.

While there was a little gain in the traditional training, the level reached was much lower, which may indicate that this is an inefficient method for interpreters to get enough in-situ-like practice before facing real professional work challenges. Increases are observed in all categories, but pre-and post-test differences in the traditional group were not as large as those in the video-augmented group. That means that while traditional methods can be effective, they do not afford the same learning opportunities or the same level of immersion as video-augmented training. The results from the survey further emphasise this, with ratings of effectiveness, engagement, and realism higher for video-augmented training. Overall, these studies support video-augmented training as a modern, innovative and very effective method of developing interpreting skills; they may also be important in guiding future interpreter training programs that want to emphasise hands-on, interactive Learning more.

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