Evaluating the Speech Repository Site as a Tool for Self-Directed Learning in Interpreter Training Programs: Retrospective Study

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Abstract:

This study aims to evaluate the functionality of the Speech Repository (SR) as a Simple Declarative Language (SDL) instrument for courses on interpreter training. The aim was to find out its impact on skill development, learner engagement, and overall training results. The research utilized a retrospective, descriptive, and observational method with data collected within two weeks from 12 previous studies, employing internet services, Google Scholar, and artificial intelligence resources to analyze. The study findings illustrate that (SR) site distinctly improves SDL skills like goal-setting, time management, and problem-solving, as well as interpreting accuracy, fluency, and interest. The platform's real-world, multilingual content gives trainees practical experience, from theory to application. The study also recognizes areas for improvement, such as incorporating progress-tracking tools, varying content, and improving user interface usability. Recommendations include instituting advanced feedback systems, enhancing the provision of language and context, and promoting global visibility of the platform. The study points out the SR site as a paradigm-changing tool for interpreter training and recommends its inclusion in training courses to foster autonomous, skilled professionals.

Keywords: *Speech Repository (SR), interpreter training, Self-directed learning skills, technology-enhanced-learning, learners' motivation.*

دراسة تحليلية بأثر رجعي لتقييم فاعلية منصة "Speech Repository" كأداة للتعلم الذاتي في برامج تدريب المترجمين الفوريين

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الملخص:

تهدف هذه الدراسة إلى تقييم فعالية منصة "Speech Repository" كأداة لتعلم اللغة الإنجليزية (SDL) دورات تدريب للمترجمين الفوريين لمعرفة أثر هذه المنصة في تنمية المهارات، وتفاعل المتعلمين، ونتائج التدريب الإجمالية. استخدم هذا البحث منهجيةً استرجاعيةً وصفيةً ورصديةً، حيث جُمعت البيانات خلال اسبوعين من 12 دراسةً سابقة، مستخدمًا خدمات الإنترنت، وGoogle Scholar، وموارد الذكاء الاصطناعي للتحليل. توضح نتائج الدراسة أن موقع مستودع الكلام يُحسّن بشكل ملحوظ مهارات تعلم اللغة الإنجليزية (SDL) مثل تحديد الأهداف، وإدارة الوقت، وحل المشكلات، بالإضافة إلى دقة الترجمة واهتمامها. يمنح هذا المحتوى العملي متعدد اللغات للمنصة المتدربين خبرةً عمليةً، من النظرية إلى التطبيق. كما تحدد الدراسة مجالاتٍ للتحسين، مثل دمج أدوات تتبع التقدم، وتنويع المحتوى، وتحسين سهولة استخدام واجهة المستخدم. وتشمل التوصيات إنشاء أنظمة تغذية راجعة متقدمة، وتحسين توفير اللغة والسياق، وتعزيز الرؤية العالمية للمنصة. تشير الدراسة إلى منصة "" Speech Repository كأداةٍ مُغيّرةٍ لنموذج تدريب المترجمين الفوريين، وتوصي بإدراجه في الدورات التدريبية لتعزيز استقلالية المترجمين الفوريين ومهاراتهم.

الكلمات المفتاحية: ***منصة "Speech Repository"، تدريب المترجم الفوري، مهارات التعلم الذاتي، التعلم المُعزّز بالتكنولوجيا، دافعية المتعلمين.***

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Introduction

Recently, technology has been strengthening its hold on every fabric of everyday life, with high consequences for sectors like education, entertainment, and professional development. One of the strides in education is the growth of online platforms promoting self-paced and self-directed learning. Here is the Speech Repository (SR), featuring a modern technology that has a direction that will help interpret and translation skills develop. According to the platform description, the Speech Repository (SR) refers to a digital archive containing various recordings of conversations and speeches and serves as a resource for the translator and interpreter to hone the practical skills of language interpretation (Sandrelli, 2015). The contents on the website are selected and supervised by the professionals and are in multiple languages. The materials are maintained at one store shared online for the trainees, teachers, and practitioners.

Self-directed learning is very much a contemporary term or buzzword in education theory and practice, especially in fields where mastery of some practical skill is exhibited, namely, translation and interpreting. SDL consists of active, learner-driven approaches whereby individuals tend to take responsibility for their learning process. This involves establishing their learning needs, setting explicit educational objectives, and finding just the materials to study (Kajzer & Tymczyńska, 2014). SDL may also be understood as an organized, planned process that allows learners to carry out activities geared towards the attainment of specific objectives that they own, frequently through continuous self-monitoring and reflection (McMillan & Hearn, 2008).

In the context of interpreter training, tools play a major role in helping individuals hone their language skills. In this context, a "tool" is any resource, technique, or medium that helps an individual complete an interpreting task and enhances the ability of the learner to perform in real-world settings (Nichols, 2009). The variety of tools available to interpreters is like that of other professions. They can be software platforms or audio-visual materials such as SR. Interpreters are skilled professionals who render one spoken language into another in real-time under extreme pressure, such as in conferences, courtrooms, or diplomatic negotiations (Richards & Schmidt, 2013). It is a skill that requires extensive practice to interpret accurately and fluently, and such a level of proficiency can only be achieved with access to appropriate learning tools.

The training programs, in this respect, play an important role in shaping the learning curve of the budding interpreters. Such training should be theoretically sound and practically effective to eventually enhance self-directed learning among students. It would help them to become autonomous professionals who can adapt to the emerging trends and demands of the profession with success. According to Paul (2013), such disciplines of humanitarian nature, including translation and interpretation, need training programs that would help connect gaps between the class lessons and field performance. These training programs make the learning easier by providing autonomy to learners to manage their learning process themselves.

The Speech Repository (SR) is turning out to be a very useful resource for interpreter training programs, whose training materials in authentic speech are usually disparate and eclectic. Their repositories of recorded speeches, conversations, and interviews constitute authentic materials that can serve effectively in a range of training modes from simultaneous to consecutive interpreting. The diverse linguistic content on the platform provides students with an opportunity to practice interpreting in different contexts and styles, helping them to better prepare for the complexities of professional interpreting (Frittella, 2021). The engagement in SR enables the students to practice self-oriented learning activities, thus helping themselves to improve their overall professional development, raise interpreting accuracy, and boost confidence in their linguistic ability. Kajzer-Wietrzny & Tymczyńska (2014).

Despite the potential benefits of the SR, there remains a significant knowledge gap regarding its usage and effectiveness among students and interpreters worldwide. Many interpreters and trainers are unaware of the platform's existence or are unfamiliar with its features and potential advantages. Besides, there are very limited empirical studies conducted to date on measuring the site's effectiveness in enhancing self-directed learning in the interpreter training program. It will, therefore, try to fill this gap by critically assessing SR with regard to its contribution to self-directed learning in interpreter training. Its focus is on deriving strengths and weaknesses from the platform, possibilities of strengthening the interpreting skills, effect on the learners' motivation, and engagement. It will provide real insight into the ways technologies can be utilized to facilitate and sustain the interpreter training program using SR both in a traditional setting and in professional fields.

Hypothesis

The Speech Repository (SR) is a useful and efficient facility for self-directed learning in an interpreter training program according to the feedback from a wide range of translators and interpreter trainees. It is also hypothesized that while the site works, further development in other areas such as the assessment and monitoring of learner progress is necessary, along with refining the platform's overall usability and content. These enhancements could allow SR to become an even more powerful resource for interpreter trainees to reach higher levels of proficiency, with more self-guided and autonomous work.

Results of this study will therefore yield the necessary insight into how technologies have placed themselves in an assisting role in interpreter training and what advantages or disadvantages the use of Speech Repository (SR) technology offers as an autonomous learning tool. Some recommended programs will be stated to enhance the effectiveness of using SR technology to further assist interpreters. The current study would like to identify such a technological tool that will impress upon educational institutions and training programs for interpreters the importance of making SR a part of their respective curricula, not only in this country but also worldwide.

Literature Review

In this part, previous researches will be discussed to reflect a literature review of them. Combining Self-Directed Learning and Technology in Interpreter Training's review is a study

carried out by Deng (2019) that tests modern study on the combination of self-directed learning (SDL) and technology within interpreter training programs, which provide an understood framework for comprehension IT integration in interpreting teaching.

Studies that enhance early improvement and CAIT, like Sandrelli & Jerez (2016) studies, concentrate on introducing readers to the arising field of computer-assisted interpreter training (CAIT). This work summarized three distinct CAIT techniques: integrative, intelligent, and VLE-based, affirming the evolving scene of technology in interpreter education. Going upon this, Sandrelli (2016) presented a wider overview of CAIT developments, assuring the evolution from early tools to online speech repositories and interactive platforms. Although this study also underlined the need for more rigorous evaluation of finding CAIT tools and platforms.

Student-centered learning

More recent studies have moved towards student-centered approaches. Rodríguez Melchor (2020) discussed the activeness of rubrics, learning diaries, and online repositories in a blended learning environment. Key outcomes contained increased student motivation and engagement, stressing the potential of these tools to empower student learning and comprehension of their learning processes. Aguirre (2020) tested a flipped learning experience, finding that ICT promoted student engagement and catching of course material, although this research set a gap in the long-term evaluation of ICT-based approaches.

Research on self-directed learning (SDL) in interpreter training builds upon foundational work in related fields. Zhong's (2008) seminal study first established the feasibility and effectiveness of SDL approaches in translation pedagogy, demonstrating their pedagogical value despite not being widely adopted at the time. More recently, Opanuga et al. (2024) have advanced this research trajectory by developing reliable assessment frameworks for SDL in engineering education, highlighting the growing need for validated measurement tools across professional training disciplines.

Studies reflect broader perspectives on SDL: away from the specific context of interpreter training, studies like Boyer et al. (2014) found that the wider item of SDL. This study examined the relations among SDL and other essential constructs like locus of control, self-efficacy, and motivation, giving valuable insights into the reasons that help to successful SDL.

Studies that discussed technology integration and pedagogical methods, like Deng et al. (2019), who carried out a valuable framework for realizing the different grades of IT combination in interpreting teaching, transmitting from external assistance to deep fusion. This framework appears to be a valuable lens for analyzing and evaluating the activeness of various technology-promoted teaching methods.

Finally, studies that clear obstacles and future directions, like Frittella (2021), who carried out the limitations and future directions of Computer-Assisted Conference Interpreter Training (CAIT), affirmed the need for a more nuanced understanding of how CAIT is visualized and taught. This study focuses on the incessant need for critical measures and refinement of scavenging CAIT approaches.

Generally, this part of the literature review illustrates an increasing body of study on the connection between technology and self-directed learning in interpreter training. While important growth has been made in discovering the possibility of technology-promoted learning, more studies are needed to carry out the following:

1. Toward improving active self-directed learning assessment methods and establishing measurements for evaluation, particularly directed toward specific fields such as engineering (Opanuga, 2024).

2. Longitudinal ICT-based intervention studies: Future research has to measure the longer-term conditions of ICT in terms of outcomes of learning by the trainees and their career developments over long-time periods with ICT technologies.

3. Delivering the outcomes without morals: While technology more and more integrates into education, it is necessary to introduce moral considerations regarding data privacy, algorithmic bias, and the so-called legitimate use of artificial intelligence in teaching.

This debate affirms an establishment for future works in this field, guiding the development of more active and fair-minded interpreter training programs that empower the power of technology while adapting trainee and self-directed training.

Previous Studies

Opanuga (2024) searched in the title of "A Tool for Gaining Insight on Students' Self-Directed Learning Skills," published by the journal of In 2024 ASEE Annual Conferences & Exposition, for inconsistencies or instability of the SRSSDL constructs within the engineering education context, using the method of experimental design. The study emphasizes the prompt need for the improvement of reliable and valid SDL assessment materials, especially those created for engineering trainers. (Opanuga, T. et al., 2024)

Frittella (2021) conducted a study titled "Computer-Assisted Conference Interpreter Training: Limitations and Future Directions"; it was announced in the Journal of Translation Studies, utilized retrospective design, and aimed to provide learners of conference interpreting with better instructional support, making learning more operative, proposing that there are failings in how CAIT is visualized and studied, filling the gap of proposing that there are deficiencies in how CAIT is visualized and studied (Frittella, F.M., 2021).

Meeting the Challenge of Adapting Interpreter Training and Assessment to Blended Learning Environments" is a study conducted by Rodríguez Melchor (2020), published in Google Scholar, that uses literature review and comparative analysis as methods aimed at assessing the efficacy of rubrics, learning diaries, and online repositories in motivating students and fostering their understanding of their learning processes and evaluating the benefits and challenges of implementing ICT in interpreter training. The most important finding of the study is increasing levels of learner engagement and motivation. The study filled the gap of evaluating the effect of using rubrics, learning diaries, and online repositories on trainee learning and engagement. (Rodríguez, M.D., 2020)

Aguirre (2020) conducted a study under the title of "The Impact of ICT on Interpreting Students' Self-Perceived Learning: A Flipped Learning Experience," which was published by Repositorio de la Universidad Pontificia Comillas. The objectives of the study were to

evaluate the advantages and obstacles of implementing ICT in interpreter training. Whereas the methods of the study were a survey-based approach and quantitative. But the key result of the study was that students reported an enhanced learning experience with the use of ICT, highlighting increased engagement and more profound understanding of course material; however, the gap of the study is related to the long-term assessment of ICT-based methodologies in interpreter training. (Aguirre, F.B.E., 2020)

A study titled "Methods in Interpreter Training: A Survey of the Czech Republic" was written by PAVLISOV (2019) and published by diplomová práce, Brno. This study aimed at exploring what strategies and skills are effectively trained by trainers, using quantitative methods, resulting in the finding that trainers use mainly the Internet to find speeches to interpret, filling the gap of identifying some problematic areas and attempting to remedy them through four ready-made didactic activities (PAVLISOV, H., 2019).

Deng et al. (2019) handled a study titled "Integrating information technology into interpreting teaching: Levels, mechanisms, and prospect" that was journaled in Chinese Translators Journal. The essential aim of the study is to find out the automations of IT integration in interpreting teaching against various elements (environment, resources, process, and evaluation), resulting in levels of IT integration: The study likely embodied a clear framework for comprehending the different grades of integration among IT and interpreting teaching, allowing for a more nuanced comprehension of the evolving partnership. This study fills the gap of applying a comprehensive framework for understanding IT integration in interpreting teaching (Deng et al., 2019).

Sandrelli (2016) conducted a study titled "BECOMING AN INTERPRETER: THE ROLE OF COMPUTER TECHNOLOGY," which was published by the Network of Scientific Journals from Latin America, aimed to provide an overview of key developments in Computer Assisted Interpreter Training (CAIT), using literature reviews and relevant academic databases as methods, creating the result of the significant evolution of CAIT over time to online speech repositories and interactive platforms. Finally, this study fills the gap of the need for more rigorous evaluation of existing CAIT tools and platforms. (Sandrelli, M., 2016)

Another study was titled "Situated learning in translator and interpreter training: bridging research and good practice," written by Maria & Vanessa (2016) and publicized in the Interpreter and Translator Trainer Journa"l. This research aimed to measure the range to which different embedding systems impact the implementation of situated learning models, utilizing some methods such as literature reviews and previous researches, achieving some key findings as the range to which various embedding systems impact the implementation of situated learning models was high. Finally, the gap is filled by this research to provide us with a valid starting point to argue for the inclusion of SLTIS. (Maria, G.D. & Vanessa, E.R., 2016)

A study conducted by Sandrelli & Jerez (2014), under the title of "The Impact of Information and Communication Technology on Interpreter Training," was published by the Interpreter and Translator Trainers Journal. This study aimed at introducing readers to state-of-the-art CAIT programs and applications, using methods of literature reviews and previous research. Moreover, the key finding of the study was proving three distinct approaches that

have emerged within CAIT: Integrative CAIT, Intelligent CAIT, and CAIT based on virtual learning environments. The gap that was made by this study is enriching the knowledge of the readers. (Sandrelli, A., & Jerez, J. de M., 2014)

A "Teaching Translators through Self-Directed Learning" study was research conducted by the author Zhong (2008) and was published by the Interpreter and Translator Trainer Journal. The main objective of the study was to investigate the feasibility and effectiveness of implementing self-directed learning (SDL) in teaching translation, applying observation and analysis of previous researches as methods for the study. The author of the study reached the key result that says SDL, while not common in translation teaching, can be a viable approach, filling the gap of existing pedagogical approaches within the field of translation. (Zhong, Y., 2008)

Lai, C. et al. (2014) conducted a study titled as "Enhancing learners' self-directed use of technology for language learning: the effectiveness of an online training platform", published in Computer assisted language learning, aimed at enhancing the willingness and necessary knowledge and skill set of learners to engage in self-directed use of technology for language learning through equipping them with the pedagogical rationales for self-directed technology use for learning, using observation and previous surveys as methods, achieving a key finding that says the training program was effective in inducing a greater frequency of self-directed use of technology for language learning and in promoting a greater willingness and stronger knowledge and skill base in support of such learning behaviors, filling the gab of understanding how to construct learner training to promote this critical competency is of great significance. (Lai, C, et al., 2014)

A study conducted by Boyer, Artis, & Fleming (2014), called "Self-Directed Learning: A Tool for Lifelong Learning," was published in the Journal of Marketing Education. This study aimed at exploring the relationships between five key nomologically related constructs for effective workplace learning. The methods of the study were literature reviews and observation. The most important outcome of the research was that the meta-analysis explored a positive relationship between SDL and internal locus of control, motivation, performance, self-efficacy, and support. The gap of this study is to provide supporting evidence and practical advice for educators searching to utilize SDL to enhance lifelong learning skills in students. (Boyer, S. L. et al., 2014)

Methodology

1. Study design

This study employed a retrospective, descriptive, and observational research design to analyze the Speech Repository (SR) platform during the period from 10 to 20 December 2024. The retrospective nature of the study stems from its reliance on data extracted from previous studies addressing similar topics. As a descriptive study, it systematically examines and summarizes the findings documented in prior research. Furthermore, the observational component involves the researcher's critical analysis of existing literature, which was then synthesized and contextualized within the framework of this investigation.

2. Study site

Speech Repository (SR), which is an online website related to the European Commission, specializes in training interpreters and translators. This study is about evaluating this site as a tool for self-directed learning in interpreter training programs through examining and analyzing 12 previous studies that discussed technological tools in self-directed learning.

3. Study Duration

The research was conducted over a two-week period from December 18 to December 30, 2024. During this timeframe, multiple research phases were completed, representing the first application of this particular study methodology. The research process encompassed several key activities: developing a systematic approach to literature review formulation, establishing protocols for previous study collection, and implementing analytical frameworks to address the research question. These methodological developments ultimately facilitated the successful achievement of the study's objectives

4. Study Period

The data collection phase spanned two weeks, during which multiple research methods were employed. This comprehensive process included systematic searches across various academic platforms: Google Scholar for peer-reviewed literature, Google Chrome for broader web-based resources, AI-powered research tools for enhanced discovery, Academic Gates for specialized publications, and an examination of published theses to ensure thorough coverage of relevant scholarship

5. Inclusion criteria

This research contains:

- Studies research and articles published in English that concentrate on the tools for self-directed learning in interpreter training programs.
- Research that specifically addresses tools, self-directed learning, or interpreter training programs.
- Publications from 2007 to 2024, including the review, meet both foundational and modern contributions to the field.

6. Exclusion Criteria

This study excluded:

- Studies unrelated to self-directed learning or not specifically including interpreter training programs.
- Non-scholarly articles, opinion pieces, or publications lacking robust analysis or evidence.
- Studies concentrate on languages or regions outside the scope of tools for self-directed learning in interpreter training programs.

7. Data procedures and collection

The study employed an online data collection methodology utilizing digital research tools. Primary data sources included: (1) Google Scholar for accessing peer-reviewed academic literature, (2) Google Chrome's search engine for identifying relevant web-based resources,

and (3) Google Forms for survey data collection when applicable. The research team systematically gathered and analyzed published studies from these platforms to address the study objectives through rigorous content analysis. Data for this research was gathered through several steps:

- **Utilizing Internet Services:**

This study started with the utilization of internet services to reach different online sites and databases that host professional and research tools.

- **Accessing Particular Sites:**

Google Chrome: As the most used web browser, Google Chrome made quick work of finding suitable articles and studies in order.

It enabled me to have an excellent browsing experience and constant availability to numerous online resources.

Google Scholar: The primary help tool to source peer-reviewed articles, books, conference papers, and theses, which were essential components of this compilation. Published research was critical to the study, and Google Scholar provided this study with access to an extensive collection of these.

8. Collecting Previous Studies

- The researcher distinguished and accessed previous studies journaled on these platforms. All these studies provided essential data and versions related to the research aims.
- Keywords and search inquiries were carefully crafted to ensure that the retrieved studies were related and aligned with the research topic.

9. Data Analysis

Once the data was gathered, the subsequent steps involved analyzing it systematically to achieve the study's objectives.

10.Compilation and Organization

- Gathered data from surveys (by Google Forms) and academic surveys (by Google Scholar) were clustered and ordered systematically.
- Data was classified based on relevance, themes, and research inquiries.

Once the data was gathered, the subsequent steps involved analyzing it systematically to achieve the study's objectives.

11.Interpretation and Synthesis

- The analyzed data was interpreted in the context of the study aims.
- Results were composed to provide a comprehensive comprehension of the topic of the study.
- Comparisons were applied with existing literature to underline new findings and support results.

12.Validation and Verification

- Efforts were paid to ensure the accuracy and reliability of the data through believable methods.

- Exchanging with several resources and peer reviews contributed to investigating the correctness of the results.
- These procedures included a comprehensive and systematic approach to data collecting and analysis, leading to durable and credible study findings. The collection of several digital materials and internet sites showed easy, streamlined data manipulation and analysis, helping importantly to the study's success.

13.Study tool

This research utilized techniques that helped the researcher gather data like mobile phone devices, laptops, artificial intelligence applications, academic gates, published books, and all internet services.

Results and discussion

This chapter presents the analysis and discussion of research findings pertaining to the evaluation of the Speech Repository (SR) as a self-directed learning tool in interpreter training programs. Drawing upon data from selected studies and original research, the discussion explores (1) the platform's effectiveness in developing interpreting competencies, (2) its impact on learner autonomy and motivation, and (3) its potential for integration into formal interpreter education curricula. The analysis synthesizes empirical evidence with theoretical frameworks in self-directed learning and interpreter pedagogy to provide comprehensive insights into SR's educational value.

1. Increased Self-Directed Learning Skills

Trainers using SR demonstrate and empower self-directed learning skills like independent learning (proactively selecting and using speeches), goal determination (defining obvious learning aims and utilizing the repository to gain them), time management (efficiently allotting time for independent learning), resource management (efficiently using the repository's characteristics), and problem-solving (overcoming challenges during independent activities).

Result 1 is connected with SDL principles presented in earlier works such as Zhong (2008) and Boyer et al. (2014), which confirm learner autonomy, basic enthusiasm, and operant resource use. It appears that the site of SR develops the main elements of SDL in the activity of the interpreter by providing rich and flexible media for learning.

2. Improved Interpreting Skills

Students who regularly use SR show important improvements in their interpreting skills, like increased accuracy, fluency, inclusion, and note-taking proficiency. This study specifically has examined the impact of SR within the context of interpreter training, whereas Shum & Tian (2014) focused on enhancing learners' self-directed utilization of technology in general.

Result number 2 upholds the activeness of SR as an important learning material. By providing access to different levels of authentic tools and enabling repeated activity, the repository appears to contribute to the development of intrinsic interpreting skills and support the findings of studies like Deng et al. (2019), which highlight the positive effects of technology integration in interpreting teaching.

3. Increase Engagement and Motivation

Speech Repository (SR) proved to be an interesting learning tool, increasing trainee enthusiasm and motivation for standalone learning. Trainers evidenced a broader sense of ownership over their learning process and actively interacted with the learning tools.

Result three thus agrees with Aguirre (2020) by identifying the potential of ICT to enhance motivation and engagement for the trainers. Interactive features in the website, such as SR search, filtering options, and even gamification elements if included, are bound to create a more interactive and motivating learning experience.

4. Improved Learning Outcomes

Trainers who use SR gain better overall learning outputs in their interpreter training programs, as evidenced by higher levels in assessments and coursework, developed performance in practical interpreting activities, and greater preparedness and confidence for professional interpreting roles.

These findings practically benefit the inclusion of the repository in the interpreter training program. It will give a more energetic contribution toward the achievements of developing student motivation, engagement, and skill improvement with the repository toward realizing better learning outcomes and readiness for those individuals moved into training for their future careers as interpreters.

In brief, Speech Repository (SR) is an excellent tool for self-directed learning in interpreter training programs, especially in increasing self-directed learning skills, improving interpreting skills, increasing motivation and engagement, and improving learning outcomes.

The Speech Repository (SR) has been evaluated, and the findings are presented to support the proposed claims. The findings show that SR can be a game changer for interpreter education in the 21st century. It encourages self-directed learning (SDL) among participants, strengthens their interpreting skills, and increases motivation. The results indicate that SR can address both the practical problems of translators and interpreters and the pedagogical demands of education. The resources allow trainees to develop their skills in interpreting practical scenarios across disciplines and get insight into the details that make professional interpretation possible. Through this hands-on practice, trainees not only develop a more profound understanding of their language but also more confidence in handling the situations that arise during interpretation tasks. It provides an integrated learning experience that bridges the theoretical gaps and helps interpreters develop the skills and knowledge to apply their expertise in a globalized professional setting. Although SR has its advantages, it also acknowledges areas for improvement. Improvements need to include merging with tools to track learner development, improving the usability of the platform, and broadening the content to include more diverse interpretive contexts. But these shortcomings would make the platform a complete and indispensable tool for interpreter learning that can be improved a lot.

5. Broader Implications

These findings clearly illustrate the necessity of including new technology resources in interpreter training programs, such as SR. Educational institutions would be able to better equip their students for the multifaceted and high-pressure world of the interpreting industry. SDL is becoming ever more in the forefront as education moves to learner-centered models, encouraging trainees to take ownership of their learning paths while developing the self-efficacy they need to continue development throughout their professional careers.

Moreover, its feasibility and flexibility leave room for SR to become more popular in different teaching and career environments. This will change how interpreters are trained, since they will not need the traditional interactive form of the classroom since the classroom will now interact with technology.

6. Recommendations for Future Development

To maximize SR impact and utility, the following recommendations are proposed:

1- Improved Supervision and Feedback Methods: Incorporate advanced tools to monitor trainee progress, share live feedback, and give customized recommendations for enhancement.

2- UX UPGRADES: Ensure the use of the platform by trainees and trainers is really favorable, making it super easy; you can also upgrade the interface of navigation.

3. Content diversification: Ensure the repository includes materials from a wider selection of languages, industries, and cultural contexts to meet the diverse requirements of interpreters.

4. Driving Global Awareness Initiatives: Scale outreach for awareness of the Speech Repository's.

Conclusion

Thus, the Speech Repository (SR) becomes a resource for training interpreters within the current education-altering paradigms that endorse the people-centered pedagogies of today's generation. SR provides much to on-site training programs as well as independent learning. Apart from building essential practical competencies for professional development, the platform enhances one's self-directedness and versatility, the two criteria for survival in today's competitive interpreting environment. Another advancement of SR into the distance learning mode, with the uptake of SR across institutions, could lend significant potential toward establishing it as an invaluable component of interpreter training worldwide, which will importantly then mark a step forward for the profession within the global interpreting community.

Limitations

There were several methodological issues confronted in this research. Firstly, the shortage of previous studies related to the Speech Repository (SR) platform made available literature narrow for examination. Secondly, unreliable internet access sometimes impacted data collection efficiency, and the time-sensitive nature of this research was particularly pertinent. Despite these limitations, they are valuable considerations for inclusion in future research in this field.

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