ISSN: 2710-0170

Enhancing Novice Interpreting Learners' Terminological Competence through Collaborative Intensive Reading Training on the Chaoxing Learning Platform

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Abstract

In interpreting, the ability to accurately understand and apply terminology in both source and target languages is a core competence. However, traditional terminology learning methods often rely on rote memorization, which does not effectively support long-term retention or contextual understanding. Drawing on Translation Company YGym's "30-Minute Intensive Reading of an English Text" initiative and Chaoxing Learning Platform, this study explores how collaborative intensive reading can enhance the development of terminology competence for novice interpreting learners. To explore how intensive reading can reinforce terminology comprehension and usage, this study adopts a quasi-experimental design involving a control group receiving traditional instruction and an experimental group engaged in collaborative activities focused on identifying, discussing, analyzing, and explaining terminology based on selected texts through intensive reading on Chaoxing Learning Platform. Data were collected through pre- and post-tests, and semi-structured interviews. Findings indicate that students in the experimental group demonstrated significant improvements in their ability to identify, comprehend, and apply terminology in interpretation tasks. Moreover, the collaborative intensive reading fostered active learning, critical thinking, and better retention of terminology compared to traditional self-study methods. Interpreting learners also reported increased confidence in managing terminology under time constraints and heightened awareness of translation strategies. This study contributes to interpreter education by demonstrating the pedagogical value of integrating digital resources into curriculum design. It highlights the importance of digital literacy and learning strategies in fostering domain-specific language competence and offers practical implications for enhancing terminology competence in interpreter education.

Keywords

Terminological competence, novice interpreting learners, collaborative intensive reading, interpreter education.

1. Introduction

Terminology is a critical component of professional interpretation. A skilled interpreter must not only interpret words but also adapt terms to fit the legal, business, or technical context of the target language. In sectors such as law, medicine, finance, and engineering, even slight misinterpretations can lead to legal disputes, financial losses, or medical errors. Using the right terminology ensures clarity and prevents misunderstandings. Therefore, mastering terminological competence ensures exact communication. However, traditional terminology learning methods, such as rote memorization and dictionary-based study, often fail to enhance long-term retention and contextual comprehension, which makes interpreting learners struggle to apply terminology effectively in professional interpretation settings.

ISSN: 2710-0170

For language learners, intensive reading is an effective way to enhance language acquisition. It also reinforces grammar and sentence structures through detailed text analysis and improves critical thinking by examining arguments, perspectives, and logical structures. Whether for English reading courses, academic exams, or professional skill development, engaging in intensive reading is a crucial step.

YGym, a leading translation company, provides services across various fields, including law, chemical engineering, energy, machinery, and finance. It has independently developed online training courses on interpretation and translation proficiency, focusing on cultivating high-quality and professional talents for China's translation industry. YGym's "30-Minute Intensive Reading of an English Text" initiative has been actively promoted to partner universities. The texts selected by YGym come from academic journals, governmental websites, industry reports, and trade publications, ensuring exposure to professional and authoritative language. The texts have a length suitable for interpreting learners, cover a wide range of topics, and contain rich linguistic knowledge, making them valuable for both language learning and application. With the "30-Minute Intensive Reading of an English Text" initiative provided by YGym as support, a lot of time and effort is avoided to search, filter, and evaluate learning materials. It's convenient to directly access authoritative and high-quality learning resources through Chaoxing Learning Platform.

The collaborative approach has gained increasing recognition in educational research and practice as an effective method for fostering group interaction, shared knowledge construction, and learner engagement. Widely implemented across disciplines—including language learning and professional training—it promotes deeper comprehension, critical thinking, and problem-solving by encouraging learners to actively participate in discussions, co-analysis, and peer-supported tasks. In second language acquisition and interpreter training, where communication, contextual understanding, and real-time language processing are essential, collaborative learning provides a meaningful platform for active, situated, and socially mediated learning. Research has shown that such environments support not only cognitive development but also the cultivation of interpersonal and communicative competencies, both of which are critical for future interpreters.

Building on these pedagogical benefits, this study examines the effectiveness of a collaborative intensive reading training program, supported by the Chaoxing Learning Platform, in enhancing the terminological competence of novice interpreting learners. Targeting third-year undergraduate English majors at Ningde Normal University, the study incorporates curated texts from YGym's "30-Minute Intensive Reading of an English Text" initiative and employs structured collaborative reading activities to promote terminology acquisition in English–Chinese interpreting contexts. Using a mixed-methods design, the research combines pre- and post-tests with semi-structured interviews to assess both measurable learning outcomes and learners' perceptions. The study aims to provide pedagogically grounded insights for interpretation educators and curriculum designers, while also supporting students in developing their language proficiency and professional readiness for the demands of real-world interpreting practice.

2. Literature Review

2.1. Terminology Instruction

Terminological competence is widely recognized as a core component of interpreter education. It encompasses four interrelated abilities: accurate identification of terms, semantic comprehension, systematic organization, and contextually appropriate application of specialized vocabulary within domain-specific communicative settings. Recent developments in the field reflect a shift from theoretical reconceptualization and curriculum design to the

ISSN: 2710-0170

implementation of innovative pedagogical frameworks and empirical validation through applied research.

Montero Martínez and Faber (2009) contend that terminology instruction becomes more meaningful and effective when situated within authentic translation and interpreting contexts[1]. Rather than treating terms as isolated lexical units, they advocate for integrating terminology teaching into real-world discourse by analyzing term occurrences in both texts and speech, examining semantic shifts and synonym/antonym relations, and embedding terminology into the translation and interpreting workflow. This discourse-based approach enables learners to rapidly identify conceptual structures and apply appropriate terminology with contextual accuracy.

Sazdovska-Pigulovska and Milena (2023) proposed a contemporary framework for terminology pedagogy in interpreter and translator training, grounded in interdisciplinary research and online workshop practice [2]. Their findings highlight the need for a balanced approach that combines empirical inquiry with hands-on pedagogical engagement—particularly important in preparing learners for the dynamic and evolving language demands across professional domains.

In a national survey of translation and interpreting departments in Turkey, Zeytinkaya and Saraç (2020) examined the prevailing methods of terminology instruction and identified several pedagogical challenges [3]. Their results indicate that traditional methods—characterized by rote memorization and reliance on isolated term lists—are largely ineffective in achieving long-term retention or contextualized application. Instead, designing terminology tasks that are aligned with real-world professional needs and embedded in domain-relevant scenarios significantly enhances learners' ability to process, internalize, and operationalize terminology effectively.

Cabré (2008) introduced the Communicative Theory of Terminology (CTT), which reconceptualizes terminology as a multidimensional construct encompassing cognitive, linguistic, and communicative functions [4]. From this perspective, interpreters, translators, and technical communicators are viewed not as passive consumers of predefined terms, but as active terminology mediators who must deconstruct and reconstruct meaning, adapt term usage to situational contexts, and navigate terminological variation across linguistic and cultural boundaries. CTT thus reframes terminological competence as a dynamic, socially embedded skill crucial to professional practice.

Mikhailov (2021) explored the integration of text corpora into translator education across Europe [5]. Although corpus tools are increasingly incorporated into curricula, they are often treated as peripheral resources used primarily for academic research rather than practical training. Nevertheless, the development of learner-generated or "do-it-yourself" corpora holds significant promise for fostering independent terminology exploration and contextualized learning.

In the context of conference interpreting, Jerez (2006) demonstrated that exposure to authentic video corpora not only enhances students' contextual understanding but also significantly boosts their motivation—offering valuable potential for terminology instruction [6]. Similarly, Kravchenko (2024), in the domain of English for Specific Purposes (ESP), found that digital tools and platforms contribute to improved acquisition of subject-specific terminology [7]. Interactive and reflective tasks facilitated through technology also promote sustained learner engagement.

Traditional terminology training in interpreter education has often been criticized for relying on decontextualized textbook entries and memorization techniques that fail to reflect the communicative complexity of professional interpreting. In response, contemporary scholarship increasingly endorses discourse-based learning, authentic corpora, and task-oriented

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strategies to foster terminological awareness. These approaches position terminological competence not as isolated lexical knowledge, but as a functional and integrated skill set essential to the cognitive and communicative demands of interpreting practice.

2.2. Intensive Reading as a Pedagogical Strategy

Unlike extensive reading, which emphasizes the consumption of large volumes of text for general comprehension and fluency development, intensive reading involves a close, detailed, and methodical examination of shorter texts. This approach is designed to deepen learners' comprehension, facilitate precise vocabulary acquisition, and enhance linguistic accuracy. Intensive reading encourages learners to interact closely with authentic materials, enabling a nuanced understanding of their linguistic features, rhetorical structures, and semantic intricacies within specific domains.

Through this process, learners are trained to identify and internalize complex syntactic constructions, idiomatic expressions, and domain-specific terminology—all of which are essential for developing terminological competence in interpreting. Such competence involves not only recognizing specialized terms but also understanding their contextual usage and cultural connotations across languages. For interpreting learners, this detailed engagement with terminology is particularly critical, as it supports real-time comprehension and accurate term rendering during oral interpretation.

Intensive reading also fosters critical thinking and interpretive skills, encouraging learners to question, analyze, and derive meaning beyond the surface level of the text. This approach nurtures a deeper awareness of textual cohesion and coherence, the use of discourse markers, and the pragmatic implications of language use.

One pedagogical model that operationalizes this approach is Intensive English Reading (IER), which emphasizes the in-depth exploration of selected texts to enhance learners' language proficiency and cognitive engagement. IER places a strong emphasis on vocabulary precision, grammatical awareness, and textual analysis, aiming to prepare learners to decode complex materials in both academic and professional contexts. Grabe (2009) notes that IER strengthens learners' analytical thinking and metalinguistic awareness, enabling them to set goals, monitor comprehension, infer meanings, and evaluate textual information strategically—capacities that are critical for interpreting performance [8].

Recent empirical studies underscore the value of intensive English reading (IER) when integrated with learner-centered and output-driven pedagogical approaches. For example, Li et al. (2022) examined the implementation of an IER course grounded in the Production-Oriented Approach (POA) among Chinese university English majors [9]. Their findings indicated that this integration significantly enhanced learners' motivational self-system, particularly in terms of the Ideal L2 Self and Learning Experience. These improvements were largely attributed to the incorporation of output tasks, peer collaboration, and formative feedback mechanisms. While the study primarily focused on motivational outcomes, it also suggested that such pedagogical components foster greater learner engagement and may encourage deeper cognitive engagement with linguistic input, particularly in the development of terminological awareness.

However, intensive reading is not without critique. Nation (2008) have raised critical concerns regarding intensive reading. Nation identifies five potential limitations: (1) reading materials are often selected with a narrow skills focus, potentially limiting holistic comprehension; (2) an overemphasis on language form and accuracy may impede fluency development; (3) the difficulty level of selected texts may demotivate learners; (4) intensive focus may reduce exposure to language in natural quantities; and (5) assessments tend to dichotomize learner ability into binary categories (e.g., good vs. poor readers), neglecting other language dimensions [10]. These critiques highlight the need for a balanced and contextually responsive

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approach to intensive reading. When appropriately scaffolded and paired with learner-relevant content and active engagement strategies, intensive reading remains a valuable and versatile instructional tool, particularly for terminology development in interpreting education.

2.3. Collaborative Learning with Digital Mediation

Collaborative learning is a learner-centered instructional approach in which students work together in small groups to achieve shared academic goals. Grounded in Vygotsky's (1978) sociocultural theory, it emphasizes the central role of social interaction, scaffolding, and dialogic engagement in knowledge construction [11]. According to Vygotsky, learning is most effective when it occurs within the Zone of Proximal Development (ZPD)—the developmental space in which learners can perform beyond their current independent abilities with the guidance of more capable peers or instructors. In digitally mediated environments, collaborative learning aligns seamlessly with this framework, as digital tools such as shared glossaries, collaborative annotation platforms, discussion forums, and real-time co-editing interfaces provide continuous, just-in-time support for meaning negotiation and terminology clarification (Lai, 2017; Suthers, 2012) [12].

In the context of interpreter education, collaborative learning has become a core pedagogical approach that mirrors the interactive and cooperative nature of professional interpreting. Students engage in authentic learning tasks such as group interpreting simulations, co-construction of bilingual term banks, and peer-based terminology clarification, all of which enhance their domain-specific language awareness and communicative precision.

Kiraly (2014) advocates a social-constructivist paradigm in translator and interpreter education, emphasizing that knowledge is co-constructed through interactive, authentic learning environments rather than transmitted through the teacher [13]. He views translation competence as a creative, socially constructed, and multifaceted set of skills, which manifests most effectively when students engage in realistic, project-based tasks and authentic situational activities. Within collaborative settings, learners are encouraged to engage in critical reflection not only on linguistic output but also on pragmatic appropriateness, interpersonal communication, and ethical decision-making—all of which are integral to real-world interpreting performance.

Recent research on Computer-Assisted Interpreting (CAI) tools demonstrates that digital glossaries and automated term suggestions function as key collaborative artifacts, supporting shared knowledge construction even during live interpreting scenarios (Fantinuoli et al., 2022) [14]. These tools enable learners to co-construct meaning, verify terminological accuracy, and engage in real-time negotiation of technical terms, facilitating deeper conceptual understanding and precision in language use.

Complementary studies by the Aula.Int research group highlight how cloud-based platforms such as *Moodle* and *PRADO* provide dynamic spaces for collective preparation and terminological discussion among interpreting students [15]. These digital environments support collaborative editing, resource sharing, and peer review, fostering both synchronous and asynchronous interaction. By aligning with the Zone of Proximal Development (ZPD) framework, such platforms cultivate learner autonomy, accountability, and reciprocal scaffolding—key conditions for mastering domain-specific terminology in professional interpreting contexts.

Although Gillies (2016) focuses primarily on in-person cooperative learning, her findings offer valuable insights for digital learning environments. She emphasizes that effective collaborative settings require structured interaction, explicit instruction in group skills, and scaffolded opportunities for reflection and metacognitive development [16]. These pedagogical principles can be meaningfully adapted to online contexts through learning management systems (LMS), integrated communication platforms, collaborative workspaces, and embedded reflection

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prompts, thereby preserving the core benefits of cooperative learning in technology-mediated settings.

In sum, digitally mediated collaborative learning facilitated through platforms and tools offers interpreting learners a socially situated, cognitively engaging, and professionally authentic environment for developing terminological competence. When integrated with intensive reading, such learning ecosystems empower learners to negotiate technical meaning, contextualize specialized terminology, and build fluency in the language of their professional domain, all within an interactive and supportive setting.

3. Research Design

3.1. Research Questions

This study aims to examine the effectiveness of collaborative intensive reading training on the Chaoxing Learning Platform in enhancing the terminological competence of novice interpreting learners. It further explores learners' strategies, challenges, and reflections associated with terminology acquisition in interpreting training.

The primary research questions are as follows:

(1)What are the factors influencing terminological competence?

(2)To what extent can collaborative intensive reading training enhance interpreting learners' terminological competence?

(3)What are learners' feedback and instructional suggestions regarding platform-assisted training?

3.2. Participants

Two classes of third-year university English majors (n ≈ 60) were selected as the participants who enrolled in English to Chinese interpreting course. One class assigned as the experimental group and the other as the control group. Both groups receive regular interpreting instruction, but only the experimental group engages in the collaborative intensive reading on Chaoxing Learning Platform.

As the participants are in their third year, they have completed courses such as *Comprehensive English*, *English Grammar*, *English Debating*, *English Viewing*, *Listening & Speaking*, *Spoken English*, *Public Speaking*, *English Reading*, and *Fundamental English Writing* during their first two years. Most of the students passed the Test for English Majors-Band 4 (TEM-4), which indicates that those English majors master a strong foundation in English skills, especially about reading comprehension, listening and dictation, grammar and vocabulary, basic writing and translation of C-E/E-C. Therefore, they are well-prepared to undertake the challenging interpretation course.

In this case study, the experimental group was required to undergo 14 weeks of collaborative intensive reading on Chaoxing Learning Platform.

3.3. Collaborative Intensive Reading Training

The experimental group participated in a fourteen-week intensive reading training program, focusing on curated texts provided by the translation company YGym under its "30-Minute Intensive Reading of an English Text" initiative. The training sessions involved posting and discussion within group chats on the Chaoxing Learning Platform, along with collaborative analysis and explanation of terminology among group members.

Taking the first training session in Week 3 as an example, the instructor selected the fourth text from YGym's "30-Minute Intensive Reading of an English Text" initiative prior to class. The chosen text focused on the timely and familiar topic of artificial intelligence (AI), which helped reduce learners' anxiety and ensured that the time and effort required for intensive reading

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would not undermine their confidence. The source language is as follows: "Artificial Intelligence (AI) is not just a technological advancement; it is a catalyst for transformation across various sectors. In healthcare, AI technologies are redefining patient care through precision medicine and streamlined data management. In education, AI enhances learning experiences with adaptive learning systems that tailor content to individual needs. In finance, AI algorithms optimize asset management and fraud detection, revolutionizing security measures. Lastly, in manufacturing, AI ensures operational efficiency through robotics and real-time analytics. These innovations are pivotal in setting new industry standards." The text was uploaded to the Chaoxing Learning Platform and released it according to the scheduled class time. During the 45-minute classroom session, learners followed the instructor's guidance on collaborative intensive reading activities. These activities included predicting the topic and possible title of the text while reading, identifying terminology, posting terminologies to the group chat, discussing and analyzing their Chinese translations within context, and ultimately submitting their own translations of the English text.

Learners were required to use the group chat function on the Chaoxing Learning Platform, and each group member was encouraged to actively participate. After reading this text intensively on their own, each member was responsible for identifying relevant terminology, such as "asset management" and "fraud detection", and sharing them in the group chat. The explanatory tasks were then distributed among group members based on the total number of terminologies identified. For this text, a total of 15 terminologies were collaboratively identified and posted.

Subsequently, the 30 interpreting learners in the experimental group were divided into five groups of six. Each group was assigned to analyze and explain three terminologies and post their explanations in the group chat. Finally, learners submitted their individual translations of the text on the platform, using the shared terminology explanations in the chat as a reference.

In this training session, the collaborative process including terminology identification, group discussion and analysis, and posting of terminology explanations was limited to 20 minutes. The following 20 minutes were allocated for the translation task, ensuring that learners had sufficient time to review the terminology explanations and complete their translations. In the final 5 minutes of the class, the instructor provided a reference translation compiled by YGym, allowing students to engage in parallel text reading and consolidate their understanding of key terminologies and their contextual applications.

3.4. Data Collection and Analysis

In the first week of the semester, the instructor introduced the purpose and practical methods of the study on terminological competence development to students from two classes enrolled in the English to Chinese interpreting course. The instructor also informed students that all participants had provided informed consent prior to the commencement of the study. Participation was entirely voluntary and had no impact on course grades. To ensure confidentiality, all data were anonymized. Additionally, ethical approval for the study was obtained from the targeted university's research ethics committee. Following this, two intact classes were selected and randomly assigned to either the experimental group or the control group.

A designed terminological competence tests was administered to both groups before and after the training. The contents used in both the pre-test and post-test were selected from the intensive reading texts provided by translation company YGym's "30-Minute Intensive Reading of an English Text" initiative. Each test had a total score of 100 points. The format and number of test items were identical. Each test consisted of three major sections: (1) terminology identification, where participants circled terminology (10 items, 2 points each); (2) terminology explanation, requiring participants to explain the meanings of the given terminology in English or Chinese (10 items, 5 points each); and (3) terminology selection, in

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which participants matched the correct terminology based on the provided text and terminology list (10 items, 3 points each). Although the pre-test and post-test texts differed, their levels of difficulty and length (approx. 100 words) were designed to be appropriate to the comprehension and adaptability of novice interpreting learners. The pre-test was administered during the second week of the course in a supervised classroom setting, and students were required to complete it independently.

Considering the need for classroom observation, teacher-student interaction, and the learning environment, as well as the course schedule, from Week 3 to Week 16, the experimental group participated in a weekly, instructor-led, collaborative intensive reading session (each lasting 45 minutes), which served as the core training intervention. These sessions were based on short English texts (without titles or source information) uploaded to the Chaoxing Learning Platform, all of which were selected from YGym's "30-Minute Intensive Reading of an English Text" initiative. Group members were instructed to read the texts individually before engaging in collaborative tasks. Then, within the group chat on the Chaoxing Learning Platform, students from different groups posted the terminologies they had identified. Based on the total number of terminologies collected, the terminology explanations were evenly distributed among the groups. Group members collaboratively analyzed and discussed the meanings of the assigned terminologies. After reaching a consensus, each group uploaded their terminology explanations to the group chat. All participants were then able to review and learn the complete set of terminology explanations for the entire text. As a final task, each student was required to submit their own Chinese translation of the English text via the platform. The instructor monitored students' engagement and performance by reviewing both the group discussions and individual assignment submissions. To ensure the validity and reliability of the assessment, each submitted translation was independently evaluated by two senior translation instructors, each with over ten years of teaching experience.

In contrast, the control group followed the traditional interpreting instruction model, in which students were required to memorize terminologies as an individual extracurricular task on a weekly basis. The terminologies to be memorized were drawn from different chapters of the course textbook. There were no requirements for collaborative learning or task submission via the Chaoxing Learning Platform. Terminology learning in the control group primarily relied on learners' self-discipline and independent study plans. Their terminological competence was ultimately assessed through the post-test.

In Week 16, the post-test was administered at the end of the training period under the same conditions as the pre-test. It was conducted during class time in a supervised classroom setting, with all students completing it independently. The format and number of test items were identical to those of the pre-test. All participants had provided informed consent prior to the assessment.

Following the completion of the post-test, semi-structured interviews were conducted with a total of ten participants, five from the experimental group and five from the control group. Participants were purposefully selected based on the degree of change observed in their test scores, with selection criteria focusing on learners who demonstrated either significant improvement or minimal change between the pre- and post-test. The interviews were conducted in a quiet setting, each lasting approximately 20–30 minutes, and were audio-recorded with informed consent. To enhance the credibility of the findings, all transcripts were cross-checked against the original audio recordings.

The interview questions were designed to explore learners' experiences and perceptions related to terminology acquisition and training. The questions included:

(1) How did you typically learn and remember interpreting-related terminology before taking the interpreting course?

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(2) Have you noticed any changes in your ability to quickly identify and use terminology under time constraints during interpreting tasks by the end of this semester?

(3) What are your insights into effective ways to improve terminological competence?

(4) Would you prefer to continue with the current approach to terminology learning? Why or why not?

(5) What suggestions would you offer to help future interpreting learners enhance their terminological competence?

All interview data were transcribed verbatim and analyzed using thematic analysis, following Braun and Clarke's (2006) six-phase framework: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report [17].

4. Results and Discussion

For ease of statistical analysis and score comparison, the average scores of the pre-test and post-test were rounded to the nearest whole number, with no decimal places.

As shown in Table 4.1, both groups demonstrated relatively comparable baseline levels of terminological competence. The experimental group had a mean pre-test score of 64 (SD = 4.46), while the control group scored slightly higher, with a mean of 67 (SD=3.51). These results indicate that the two groups started at similar proficiency levels, thereby establishing a fair basis for comparison.

Table 4.1 Pre-test scores for experimental and control groups

Group	N	M	SD	Min	Max
Experimental	30	64	4.46	55	75
Control	30	67	3.51	60	72

Table 4.2 presents the post-test results, revealing a marked improvement in the experimental group. Their mean score increased to 86 (SD=4.51), compared to 72 (SD=4.50) in the control group. This substantial gain suggests that the experimental group benefited significantly more from the instructional intervention than the control group, which followed a traditional, individual memorization-based approach.

Table 4.2 Post-test scores for experimental and control groups

Group	N	M	SD	Min	Max
Experimental	30	86	4.51	69	91
Control	30	72	4.50	63	85

As detailed in Table 4.3, paired-samples t-tests confirmed that both groups showed statistically significant improvements from pre- to post-test. The experimental group's improvement was highly significant ($t(29) = 19.87$, $p < .001$) with a very large effect size (Cohen's $d=3.63$), indicating strong practical significance. In contrast, the control group also showed a significant improvement ($t(29) = 4.76$, $p < .001$), but the effect size was moderate (Cohen's $d=0.87$).

Table 4.3 Paired samples t-Test results for pre- and post-test scores

Group	M(Pre-test)	M(Post-test)	Mean Difference	t	P	Cohen's d
Experimental	64	86	+42	19.87	<.001	3.63
Control	67	72	+5	4.76	<.001	0.87

Note. n=30 for each group. P-values are two tailed. Cohen's d values indicate effect size (0.2=small, 0.5=medium, 0.8=large).

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These above findings suggest that while both instructional methods had some impact on terminology acquisition, the collaborative intensive reading training supported by the Chaoxing Learning Platform produced a considerably stronger effect on learners' terminological competence.

The interview data were transcribed, coded, and thematically analyzed using Braun and Clarke's (2006) six-phase framework. Three major themes emerged: (1) Shifts in Terminology Learning Strategies, (2) Perceived Impact of Collaborative Intensive Reading, and (3) Recommendations for Future Practice.

A clear distinction was observed between participants' prior individual learning approaches and their revised strategies after completing the course. Control group participants largely reported traditional methods such as rote memorization, glossaries, or vocabulary notebooks. In contrast, participants from the experimental group, who engaged in collaborative intensive reading via the Chaoxing Learning Platform, demonstrated a shift toward deeper conceptual processing. For instance, Participant E2 (experimental group) reflected: "Before the training, I just tried to memorize the terminology lists before or after class. But now, I feel I understand the context better. I don't just memorize, but analyze and grasp the real meanings, then try to master how to apply them." This transition highlights the scaffolding effect of collaborative intensive reading and discussion, which effectively enhanced both terminological comprehension and contextual application.

These findings align with Nation's (2001) perspective that vocabulary is best acquired through a combination of incidental (contextualized) exposure and intentional learning activities, suggesting that contextualized, interactive learning fosters retention and facilitates the transfer of domain-specific vocabulary [18].

Participants from the experimental group also consistently reported improved speed and accuracy in identifying and retrieving terminology under pressure during interpreting tasks. As Participant E4 explained: "I used to hesitate when interpreting, especially when I had no idea about the context. But after the intensive reading sessions with analysis and discussion, I can quickly understand and even explain the right meanings in that context." This supports Swain's (2000) Output Hypothesis, which posits that collaborative language production enhances metalinguistic awareness and accuracy, contributing significantly to learners' performance in real-time language tasks [19].

In contrast, participants in the control group expressed less confidence in their progress. While some demonstrated marginal improvement, they remained uncertain about the long-term effectiveness of their learning methods. As Participant C3 remarked: "I know more terminologies now, but I still feel nervous during interpreting. I guess I didn't practice enough, or I need a better way to review them." These insights suggest that mere exposure to terminology, without contextual analysis or peer interaction, may be insufficient for sustainable acquisition.

When asked to provide suggestions for future learning, participants from both groups recognized the importance of repeated exposure and meaningful use of terminology. However, experimental group participants placed greater emphasis on collaborative engagement and multimodal input. As Participant E1 noted: "I think teamwork helped a lot. Sometimes others share better explanations." Most members of the experimental group expressed a strong preference for continuing the current approach, citing its effectiveness and motivational benefits. Similarly, Participant C5 from the control group reflected: "Maybe it's good to try learning in groups or discussing more. Just memorizing doesn't always help me during interpreting." Several control group participants expressed interest in exploring more collaborative strategies in the future.

ISSN: 2710-0170

These reflections underscore the value of peer-supported learning environments and collaborative methods. They also confirm that digital platforms like Chaoxing can effectively facilitate terminological competence development, particularly when supported by structured scaffolding and interactive engagement.

5. Conclusion

This study set out to investigate the effectiveness of collaborative intensive reading training delivered via the Chaoxing Learning Platform in enhancing the terminological competence of novice interpreting learners. Grounded in a mixed-methods research design, the study combined pre- and post-intervention testing with qualitative interviews to evaluate both the measurable outcomes and learners' perceptions.

Learners who participated in the Chaoxing-based collaborative intensive reading sessions significantly outperformed their peers in the control group, who relied on traditional, individual memorization strategies. The experimental group not only achieved higher post-test scores but also demonstrated a very large effect size, indicating substantial improvements in their ability to identify, explain, and apply terminology.

Qualitative data further enriched these findings by capturing learners' reflections on their previous approaches to terminology learning, their increased confidence in applying terminology under pressure, and their appreciation for the collaborative and digital aspects of the intervention. Participants reported that structured group discussions, peer feedback, and repeated exposure to authentic texts helped deepen their understanding of terminology and its context-specific use in interpreting tasks.

The results provide strong evidence that collaborative intensive reading, when integrated with a digital platform like Chaoxing, is an effective pedagogical approach for developing terminological competence in interpreter education. This method shifted learners away from passive memorization toward meaningful, task-based interaction with terminology in authentic contexts—an approach consistent with socio-constructivist learning theory and the principles of situated cognition.

Despite limitations related to sample size, the short duration of the training, and the scope of materials used, this study lays a solid foundation for future research. Subsequent studies are encouraged to explore the integration of AI-assisted tools in terminology training, compare various collaborative models, or analyze learners' discourse during group interactions to gain deeper insights into the cognitive and social mechanisms underpinning collaborative learning.

In conclusion, this study provides empirical support for integrating collaborative intensive reading and digital scaffolding into interpreter training. By emphasizing not only vocabulary exposure but also interaction, analysis, and contextual use, this approach fosters more profound and sustainable development of terminological competence. The findings contribute to the growing body of research in interpreter education and offer practical guidance for enhancing learner outcomes in increasingly multimodal and collaborative learning environments, such pedagogical innovations are not only timely but necessary to prepare future interpreters for the linguistic and conceptual challenges of professional practice.

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