

Narrating a Student's Technological Courage: A Narrative Inquiry into Meaning-Making through Consecutive Interpreting Application Development

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ABSTRACT

Previous research on technology in interpreter education has focused primarily on institutionally provided tools and measurable skill outcomes, leaving a gap regarding how student-created technology shapes the creator's own meaning-making and professional identity. This narrative inquiry addressed that gap by asking: how does one student narrate her experience of developing and presenting a custom consecutive interpreting application within a classroom setting? The study focused on a single seventh-semester student in the English Education program at Institut Pendidikan Indonesia Garut (IPI Garut) who independently designed a consecutive interpreting application using MIT App Inventor. Data were collected through structured written reflections guided by Thiel's (1999) reflective framework on critical incidents and two semi-structured interviews, then analyzed using Özyıldırım's (2009) structural narrative analysis and Bamberg's (2024) positioning theory. The findings, organized around five thematic categories, indicated that the development process fostered progressive confidence development, deepened procedural understanding of consecutive interpreting, expanded awareness of audience dynamics and classroom setting, required negotiation of technical limitations and speech-rate timing, and catalyzed identity reconstruction from a compliance-oriented student to an agency-oriented innovator. The participant reported in her reflective accounts and interviews that the interface felt intuitive during classroom demonstration, though she negotiated processing delays, background noise, and attentional demands throughout the presentation.

Keywords: *Consecutive Interpreting, Mobile Application Development, Narrative Inquiry, Student-Created Technology, Technological Courage*

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INTRODUCTION

Consecutive interpreting training constitutes one of the most cognitively demanding activities within foreign language education programs, requiring trainees to sustain intense listening, execute focused memory work, and produce rapid oral reformulations of complex source messages (Gieshoff & Heeb, 2023; Gumul & Pérez-Luzardo Díaz, 2025). Novice interpreters frequently struggle with traditional manual approaches because they must simultaneously manage note-taking strategies, monitor incoming speech, and reconstruct meaning under significant time pressure, often pushing their working memory beyond comfortable limits (Al-Sharman et al., 2025; Zou & Guo, 2024). These difficulties become particularly acute in English-as-a-foreign-language contexts such as Indonesia, where learners navigate not only the procedural complexity of consecutive interpreting but also substantial linguistic distance between Indonesian and English, including differences in syntactic structure, morphological systems, and discourse conventions that intensify cognitive load during real-time language mediation (Chen & Kruger, 2023; Liu et al., 2023; Shen et al., 2023). Within English Education programs at Indonesian higher education institutions, consecutive interpreting courses demand that students operate across two typologically distinct languages while managing the affective pressures of classroom performance, creating an educational

environment where fear, uncertainty, and cognitive overload frequently undermine learning outcomes (Kwok et al., 2025; Q. Wang, 2025).

The broader educational problem surrounding interpreter training has prompted teacher educators to explore technology-enhanced pedagogy, adopt new digital tools, and test emerging artificial intelligence workflows that challenge long-established routines in preparing future interpreters (Fantinuoli, 2023; Xerri et al., 2025). Professional stakeholders have revised their expectations accordingly, increasingly valuing interpreters who handle digital resources with confidence and evaluating performance through technology-mediated tasks (Zwischenberger et al., 2023). University programs have begun using smartphones to model mobile scenarios for simulated consecutive interpreting within updated classroom environments (Ahmed et al., 2025; Chan, 2024), while everyday users already treat smartphone translators as ordinary communication aids for maintaining fluid multilingual exchanges across diverse social settings (Ahmed et al., 2025). Instructors have planned artificial intelligence use intentionally, created clear training protocols, and guided practice to connect classroom technologies with applied interpreting needs (Zou et al., 2026). Research teams have emphasized principled pedagogical design and refined mobile-supported approaches that strengthen interpreter education for future professionals (Oviedo & Fox Tree, 2024). Despite these advances, automated speech recognition technologies have compelled interpreting education to address emerging realities that present both opportunities and substantial risks regarding pedagogical adaptation (Alhawamdeh & Lee, 2025), and smartphone applications have created practical complications despite claiming to offer simplified practice methods for student users (Booton et al., 2023).

Previous studies have established considerable knowledge about technology integration in interpreter training, yet significant gaps remain regarding who creates the technology and how that creation process shapes the creator's professional development. Quantitative analysts have emphasized outcomes after measuring skill gains, workflow comparisons, and task indicators such as neural activation and reformulation efficiency, while dominant literature has marginalized the lived experiences of technology creators themselves (Correia et al., 2025; Kaldaras et al., 2024; Yan et al., 2024). Training reviews have mapped multiple tool families and artificial intelligence-enhanced workflows in interpreter education but have focused primarily on technological affordances and classroom implementation rather than narrative accounts of creators' contributions (Haleem et al., 2022; Parrilla Gómez & Postigo Pinazo, 2025; Stolpe & Hallström, 2024). Scholars have reported mobile-supported training outcomes after examining subskills and application quality, yet they have typically placed analytical focus on competence development, usability, and cognitive benefits rather than on creator sense-making following classroom demonstrations (Bang et al., 2023; Brandon Lin & Cheng, 2024).

Curriculum designers have presented guidance on artificial intelligence integration through literacy and competency frameworks, yet implementation-focused work has underrepresented narrative inquiries into emotions and identity positioning within technology-mediated interpreting classrooms (Chiu et al., 2024; Zhao et al., 2024). Educational institutions have questioned the functional reliability of automated language tools during adoption without conducting reflective evaluations of effectiveness (Liu & Liang, 2024), and student cohorts have expressed heightened concerns about widespread adoption of automatic speech recognition tools during interpreting training sessions (Liu et al., 2025). Researchers have emphasized localized problems during their oversight of student-created innovations, rarely documenting or revealing internal responses or emotional experiences (Mondal et al., 2023), while developers have generated substantial pedagogical value by authoring emotional experiences and reconstructing complex identities during technology-integration learning events (Nguyen-Viet, 2025).

The novelty of this study lies in its focus on student-created technology rather than tools provided by instructors or institutions. While most existing research examines how learners use commercially available or institutionally supplied applications, this inquiry

investigates what happens when a student herself designs, builds, and presents a consecutive interpreting application within her own classroom context. Student cohorts have built functional applications through advanced visual programming environments and delivered concrete learning products (Domagała-Zysk et al., 2025; Feng Teng et al., 2024), demonstrating interpretive competence, operational digital literacy, and a strong sense of agency throughout the design process (Lee & Kim, 2025). This distinction matters because the act of creating technology, not merely consuming it, involves a fundamentally different engagement with interpreting procedures, technical problem-solving, and professional identity formation. The concept of technological courage in this study refers to the willingness to take creative risks by building original software, the persistence required to solve unforeseen technical problems during development, the confidence to present untested work before peers and instructors, and the emotional resilience needed to manage fear of public failure a composite disposition that encompasses risk-taking, experimentation, and identity reconstruction through technology creation.

This study grounds its inquiry within the three-dimensional narrative space of temporality, sociality, and place: temporality captures how the participant's understanding of consecutive interpreting evolved across preparation, presentation, and post-demonstration reflection; sociality addresses the interpersonal dynamics between the student developer, her peers, and her lecturer during the classroom event; and place situates the entire experience within the specific physical and institutional context of an interpreting classroom at *Institut Pendidikan Indonesia Garut* (IPI Garut), where environmental factors such as classroom noise, device limitations, and audience proximity directly shaped the interpreting experience. This research aimed to narrate one seventh-semester student's meaning-making after she created and presented a custom consecutive interpreting application, employing (Thiel, 1999) reflections, interviews, and narrative analyses drawn from (Bamberg, 2024; Özyıldırım, 2009) to interpret her stories within this three-dimensional narrative framework.



Figure 1. Conceptual Framework

METHOD

Research Methods

This study applied qualitative methods to explore one student developer's subjective experiences of creating and presenting a consecutive interpreting application within a classroom setting (Creswell & Guetterman, 2024; Lichtman, 2023). Qualitative inquiry was appropriate because the research sought to understand meaning-making processes, emotional responses, and identity transformations that emerged from a specific educational event rather than to measure variables or test hypotheses (Ahmad & Wilkins, 2025; Pandey, 2025). The

researchers prioritized the participant's rich textual data, recognizing that detailed personal accounts of technology creation could illuminate dimensions of interpreter education that quantitative instruments would not capture (Kristanto & Sudirman, 2025). This methodological orientation aligned with the study's aim of producing an in-depth interpretation of how a novice interpreter experienced the process of designing, building, and demonstrating a custom smartphone application for consecutive interpreting practice.

Research Design

The researchers selected narrative inquiry as the research design because this approach treated stories as the primary vehicle through which individuals constructed meaning from their experiences and generated educational knowledge (Johnson & Thacker Darrow, 2023; Le, 2025). Narrative inquiry was chosen over phenomenology because the study's interest extended beyond describing the essence of a shared experience to tracing how one participant's story unfolded across time, relationships, and a specific place, attending to plot structure, identity positioning, and emotional trajectory within a particular sequence of events. Unlike case study methodology, which would have emphasized the bounded system and contextual conditions surrounding the event, narrative inquiry foregrounded the participant's own voice, interpretive authority, and storytelling patterns as the central objects of analysis (Lyons & Scull, 2024). Action research was also considered but ultimately rejected because the study did not aim to implement iterative cycles of improvement or to change classroom practice during the research process; instead, it sought to narrate and interpret one completed experience after it had occurred. The narrative inquiry design captured participant accounts across diverse social contexts while elevating participant voices over abstract theoretical frameworks (Lyons & Scull, 2024), and it allowed the researchers to analyze one significant classroom event with the depth and narrative sensitivity that the research questions demanded.

Settings and Participants

The researchers conducted this study at *Institut Pendidikan Indonesia Garut* (IPI Garut), specifically within the English Education program's seventh-semester interpreting course. The classroom where data collection took place served as both the instructional setting and the site of the participant's application demonstration, meaning that environmental factors such as room acoustics, peer proximity, and available technological infrastructure directly shaped the experiences under investigation. The researchers selected Rikako (pseudonym) as the sole participant through purposive sampling based on four criteria: she was enrolled in the seventh-semester interpreting course during the data collection period; she had independently initiated the design and construction of a smartphone application for consecutive interpreting rather than using commercially available tools; she had publicly demonstrated the application during a scheduled class meeting; and she expressed willingness to share her experiences through structured reflections and interviews after providing informed consent.

Rikako was a female undergraduate student in her final year of the English Education program at IPI Garut. She had completed six prior semesters of English language coursework, including foundational courses in translation and cross-cultural communication, but the seventh-semester interpreting course represented her first formal engagement with consecutive interpreting procedures and techniques. Her prior technological experience included general smartphone use and basic familiarity with productivity applications, though she had no formal training in computer programming or software development before this course. During the interpreting course, Rikako independently chose to build a custom consecutive interpreting application using MIT App Inventor, a visual programming platform, and she employed ChatGPT to assist with finalizing specific code components. She designed, tested, and refined the application outside class hours over several weeks before presenting the working product to her peers and lecturer during the twelfth meeting of the semester.

The decision to focus on a single participant requires explicit methodological justification. Single-participant narrative inquiry is appropriate when the research aims to produce depth rather than breadth, exploring one individual's experience with sufficient richness and interpretive detail to reveal dimensions that broader sampling designs would necessarily compress or overlook (Creswell & Guetterman, 2024). In this study, Rikako constituted a unique case within her cohort because she was the only student who independently created a consecutive interpreting application rather than relying on existing tools, making her experience singular and non-replicable within the same classroom context. The single-participant design enabled the researchers to trace her complete narrative arc from initial decision-making through development struggles, public demonstration, and post-presentation reflection with a level of chronological and emotional detail that would have been diluted across multiple participants (Lichtman, 2023). This approach aligns with established narrative inquiry practice, where the analytical power derives not from statistical representativeness but from the depth, coherence, and transferability of the individual story (Johnson & Thacker Darrow, 2023).

Data Collection and Instrument

The researchers collected narrative data using two primary instruments: structured written reflections and semi-structured interviews.

The structured written reflections were organized according to Thiel, (1999) Theory of Reflections on Critical Incidents, a reflective framework originally published in *Prospect* that provides a systematic procedure for guiding practitioners through four progressive stages of self-examination following a significant professional or educational event. Thiel's framework is not merely a theoretical lens but an operational data-collection tool that structures how participants recall, describe, analyze, and evaluate their own experiences. The four stages function as follows: self-observation requires the participant to identify and name the most meaningful episode within the broader experience; detailed description guides the participant to produce a chronological account of actions, interactions, and feelings before, during, and after the event; self-awareness prompts the participant to explore the reasons, assumptions, and contextual factors underlying her choices and reactions; and self-evaluation invites the participant to assess outcomes, articulate learning, and project future intentions related to the experience. Prior studies have confirmed the content validity and conceptual reliability of Thiel's framework across diverse educational contexts, including language teacher education and reflective practice research (Cirocki et al., 2024; Estaji & Ahmadi Fatalaki, 2023; Touil & Benameur, 2023). In this study, the researchers provided Rikako with a structured reflection document containing prompts corresponding to each of the four stages and asked her to complete the written reflections within one week following her classroom presentation. She submitted the completed document in written form, producing approximately three pages of handwritten narrative text.

The semi-structured interviews served as the second data source, allowing the researchers to probe, clarify, and expand upon the written reflections with follow-up questions tailored to Rikako's specific responses. The researchers conducted two interviews with the participant. The first interview took place five days after the twelfth-meeting presentation and lasted approximately forty-five minutes; it focused on eliciting detailed descriptions of her preparation process, her emotional state during the demonstration, and her immediate reactions to peer and lecturer feedback. The second interview occurred twelve days after the presentation and lasted approximately thirty-five minutes; it explored her deeper self-awareness regarding pedagogical intentions, her self-evaluation of the application's effectiveness, and her reflections on how the experience had affected her professional identity and future plans. Both interviews were conducted in Indonesian to ensure the participant could express nuanced emotional and cognitive experiences without the constraints of a second language, and they were audio-recorded with the participant's written consent. The researchers transcribed both interviews verbatim within three days of each session, producing

a combined transcript of approximately twenty-two pages. All identifying information was anonymized during transcription, and the participant reviewed the transcripts for accuracy before analysis began.

Data Analysis

The researchers analysed narrative data through a systematic four-step process combining Özyıldırım, (2009) structural narrative analysis framework with Bamberg (2024) positioning analysis approach. Özyıldırım's framework provided tools for identifying how personal experience narratives are organized, sequenced, and resolved, while Bamberg's positioning theory illuminated how the narrator constructed her identity, voice, and agency in relation to other characters and events. Before applying any analytical categories, the researchers conducted multiple readings of all data sources written reflections and both interview transcript to develop holistic familiarity with the participant's narrative, noting recurring images, emotional markers, and turning points across sources.

In the second step, Özyıldırım's structural framework was applied to segment the data into six canonical components: abstract (core meaning), orientation (characters, settings, and circumstances), complicating action (conflicts and tensions), evaluation (emotional significance of events), resolution (outcomes achieved), and coda (connections between past events and present or future understanding). In the third step, Bamberg's positioning analysis examined how Rikako positioned herself across three levels relative to other characters such as her lecturer and peers, relative to the interviewer and the act of storytelling, and relative to dominant discourses about competence, technology use, and legitimate innovation in the interpreting classroom revealing identity claims, moments of resistance, and shifts in self-perception across the narrative arc.

In the fourth and final step, the researchers synthesized both analyses to identify overarching narrative themes linking the participant's story to the study's theoretical framework and research objectives (Rahayu et al., 2024). Interpretations were cross-checked by comparing findings across the written reflections and interview transcripts, examining convergence and divergence between Rikako's independent written accounts and her verbal elaborations. The resulting thematic interpretations were organized according to structural narrative components to preserve the chronological and experiential integrity of the story while connecting each component to relevant theoretical constructs and prior research.

FINDINGS AND DISCUSSION

Findings

The findings are organized around five narrative themes that emerged from the systematic analysis of Rikako's written reflections and two semi-structured interviews. These themes trace the chronological development of her experience while preserving the structural integrity of Özyıldırım, (2009) narrative framework and Bamberg (2024) positioning analysis. Each theme is supported by representative excerpts from the participant's own words, maintaining the centrality of her voice as the primary narrator of this inquiry.

Theme 1: Developing Confidence Through Independent Technology Creation

The first theme traces how Rikako's confidence evolved from initial self-doubt through deliberate risk-taking to eventual self-assurance, spanning the full chronological arc from her decision to build an application through her post-presentation reflection. This theme corresponds primarily to the abstract and orientation components of the narrative structure, where Rikako established the foundational context and meaning of her experience. Rikako's narrative began with her enrollment in the seventh-semester interpreting course at IPI Garut, where she encountered consecutive interpreting procedures for the first time. In her written reflection, she described the initial classroom atmosphere as intellectually demanding and emotionally unsettling: "When the lecturer explained what consecutive interpreting actually required listening, remembering, and reproducing everything in another language I felt like

the task was designed for people far more capable than me." This opening self-positioning revealed how she initially placed herself below perceived standards of competence, constructing an identity as an inadequate learner relative to the demands of the course and the expectations of her lecturer.

The turning point in her confidence trajectory occurred when she decided to design her own application rather than rely on commercially available tools. During the first interview, she elaborated on this decision: "Everyone else was downloading apps from the Play Store. I thought about doing the same thing, but something made me want to try building my own. I cannot explain exactly why. Maybe I wanted to prove to myself that I could do something different." Rikako positioned this choice as a departure from collective classroom behavior, recalling that she "stepped out of the familiar pattern of downloading ready-made tools." Her use of the phrase "stepped out" indicated an awareness that she was crossing a boundary between passive consumption and active creation, a distinction she returned to repeatedly across both interviews. She selected MIT App Inventor as her development platform because its visual block-based programming interface did not require formal coding knowledge, and she employed ChatGPT to assist with finalizing specific code components when she encountered technical barriers beyond her existing skills.

The development process itself generated incremental confidence gains that Rikako described in terms of small victories. In her second interview, she explained: "Every time I solved a problem like making the speech recognition button actually work, or getting the translation to appear on screen I felt a little stronger. Not confident yet, but less afraid." This gradual emotional shift demonstrated that her confidence did not emerge suddenly but accumulated through repeated problem-solving cycles over several weeks of independent work outside class hours.

Theme 2: Clarifying Understanding of Consecutive Interpreting Procedures

The second theme examines how the application design process deepened Rikako's procedural understanding of consecutive interpreting, revealing that the act of building technology for interpreting required her to analyze and internalize interpreting workflows more thoroughly than passive practice alone would have demanded. This theme intersects with the orientation and complicating action components of the narrative structure, where Rikako described the technical and cognitive challenges she navigated. During her written reflection, Rikako explained that designing the application forced her to decompose consecutive interpreting into discrete steps that she had previously experienced only as a continuous and overwhelming flow: "When I had to program the app, I realized I needed to understand exactly what happens during consecutive interpreting first the speaker talks, then you have to process it, then you produce the target language. I had to build each step separately. That made me understand the procedure much better than just practicing it in class." This insight reveals a pedagogical mechanism embedded in the creation process itself: the requirement to translate human cognitive procedures into programmable sequences compelled Rikako to develop explicit procedural knowledge that might otherwise have remained implicit and underdeveloped.

She further described how the application's design reflected her evolving understanding of source-to-target language mediation. In her first interview, she noted: "I designed the app so that you press one button to record the Indonesian speech, and then the app shows the English translation on the screen. I kept thinking about what the interpreter actually does listening, holding the meaning, and then producing it in another language. The app had to do something similar, but faster." Her comparison between human interpreting processes and application functionality indicated that she was actively mapping cognitive interpreting operations onto technological features, strengthening her conceptual grasp of how consecutive interpreting works as a structured procedure rather than an intuitive performance.

Rikako also recognized that her application simplified certain aspects of consecutive interpreting that manual practice preserved, particularly note-taking and memory retention. She acknowledged this limitation in her second interview: "The app does the memory part for you. In real interpreting, you have to remember everything or write notes. I know my app skips that part, but I think it can still help students understand the basic flow before they practice the harder version." This self-awareness demonstrated that her procedural understanding extended beyond what the application could automate, encompassing a broader comprehension of the cognitive architecture underlying consecutive interpreting.

Theme 3: Expanding Awareness of Audience, Setting, and Time

The third theme examines how the classroom demonstration expanded Rikako's awareness of the audience, physical setting, and temporal dynamics that shape consecutive interpreting performance. This theme corresponds to the complicating action and evaluation components, where the participant narrated the central tensions and assessed their significance within the three-dimensional narrative space of sociality, place, and temporality. Regarding audience awareness, Rikako described a heightened sensitivity to her peers' reactions during the live demonstration that she had not anticipated during the preparation phase. In her first interview, she recounted: "When I stood in front of the class and opened the app, I suddenly realized that everyone was watching not just the app but me. I could feel their eyes. Some looked curious, some looked skeptical. I had to manage the app and manage their expectations at the same time." This dual awareness attending simultaneously to the technological performance and to the social dynamics of the audience echoed the sociality dimension of narrative inquiry, where interpersonal relationships and power dynamics shape the meaning of lived experience. Bamberg's positioning analysis revealed that Rikako positioned her peers as evaluators whose reactions carried emotional weight equal to or greater than the lecturer's formal assessment, indicating that the social ecology of the interpreting classroom extended beyond instructor-student hierarchies.

The physical setting introduced additional complications that Rikako had not fully anticipated during her home-based development work. She described classroom noise as a significant obstacle during the demonstration: "The room was not quiet at the beginning. Some students were talking, and the speech recognition on my phone kept picking up background noise instead of just the speaker's voice. I had to ask people to be quiet, which was embarrassing, but the app needed silence to work properly." This account reveals how the place dimension of the interpreting classroom its acoustic properties, spatial arrangement, and the proximity of non-participating students directly mediated the effectiveness of the technology and required Rikako to negotiate environmental conditions in real time.

Temporality emerged as a critical factor when Rikako described the challenge of managing speech rate during the demonstration. In her second interview, she explained: "The person speaking Indonesian was talking at a normal speed, but the app needed a moment to process the speech before showing the English translation. There was always a small delay. I had to learn when to press the button, when to wait, and when to speak. The timing was everything." This temporal negotiation balancing source delivery speed, processing delay, and target output timing required Rikako to develop an awareness of time that paralleled the temporal management demands placed on professional consecutive interpreters, who must similarly coordinate listening intervals, note-taking pauses, and production phases within tight time constraints.

Theme 4: Negotiating Fear, Technical Limitations, and Technological Risk

The fourth theme traces how Rikako managed the emotional experience of fear alongside the practical reality of technical limitations during both the development process and the classroom presentation. This theme corresponds primarily to the complicating action and resolution components, capturing the narrative's central conflict and its transformation.

Rikako's fear was most acute in the period immediately before the classroom demonstration. She described feeling "almost paralysed by fear" in her written reflection, elaborating during the first interview: "The night before the presentation, I tested the app maybe twenty times. It worked most of the time, but sometimes the translation was wrong or the speech recognition did not pick up my voice. I kept imagining the worst standing in front of everyone and the app just failing completely." Her fear was not abstract anxiety but a specific, technically grounded apprehension rooted in her awareness of the application's imperfections. She nervously tested the English output with her hands shaking, a physical manifestation of the emotional intensity she associated with the prospect of public technological failure.

During the presentation itself, Rikako encountered a technical moment that tested her composure. She recounted in her first interview: "At one point, the app froze for about three seconds after I pressed the translate button. Three seconds feels like three minutes when everyone is watching you. I did not know if it would recover or crash. I just waited and tried to look calm, but inside I was terrified." This micro-narrative within the broader story illustrated how technical limitations created moments of acute vulnerability that demanded emotional regulation skills beyond the technical competence required to build the application. The resolution of this particular moment the application recovered and produced the correct English output became one of the most emotionally significant points in Rikako's narrative.

The successful demonstration constituted the resolution component of her narrative. Rikako observed that "the room went unexpectedly quiet" when the application produced its first accurate English translation of an Indonesian speech input. She described this silence as transformative: "When the translation appeared on the screen and it was correct, nobody said anything for a moment. Then the lecturer smiled and said my work was original and impressive. That moment changed something inside me. I went from being terrified to feeling proud, almost instantly." The lecturer's praise of her original work served as both external validation and an internal catalyst for identity reconstruction. In Bamberg's positioning terms, Rikako shifted from positioning herself as a vulnerable student at risk of failure to positioning herself as a recognized creator whose independent initiative had produced something valued by the classroom authority figure.

Theme 5: Reconstructing Professional Identity and Projecting Future Integration

The fifth theme examines how Rikako reconstructed her professional identity following the successful demonstration and how she projected future possibilities for pedagogical integration of student-created interpreting technologies. This theme corresponds to the evaluation and coda components, where the participant assessed the broader meaning of her experience and connected it to her present self-understanding and future aspirations. In her evaluation of the experience, Rikako interpreted the entire incident as a test of courage rather than a test of technical skill. During her second interview, she reflected: "I used to think that a good student was someone who followed instructions perfectly and never showed weakness. Building this app taught me that a good student can also be someone who tries something risky and learns from the process, even if the result is not perfect." This reinterpretation of what constitutes academic excellence represented a fundamental shift in her identity positioning, moving from a compliance-oriented self-concept to an agency-oriented self-concept that valued creativity, risk-taking, and independent problem-solving. She contrasted her application design against the passive downloading behavior of her peers, concluding that the creative process itself had strengthened her identity in ways that consuming existing technology could not replicate.

Rikako also connected her experience to broader beliefs about learning and professional development. She articulated a view of genuine learning as inherently uncomfortable, stating in her written reflection that the experience was "a powerful reminder that genuine learning often happens exactly where fear, curiosity, and responsibility meet." This statement functioned as the coda of her narrative, linking the past event to a generalized principle that she could carry forward into future professional contexts. Her use of the word

"responsibility" was particularly significant, suggesting that she understood her role not only as a learner who benefited from the experience but also as a creator who bore responsibility for the quality, accuracy, and pedagogical value of the technology she had introduced into the classroom.

Looking forward, Rikako described plans to upgrade the application's features, including improving speech recognition accuracy, adding support for longer speech segments, and developing offline functionality that would reduce dependence on internet connectivity in classrooms with limited infrastructure. She also expressed hope that her experience would encourage peers to develop their own educational tools: "If other students see that someone like me someone with no programming background can build an app, maybe they will try too. That would be the best outcome of this whole experience." In Bamberg's positioning framework, this forward-looking statement positioned Rikako not only as an individual success story but as a potential catalyst for broader pedagogical transformation, projecting her identity from personal achievement toward collective empowerment within the interpreting education community at IPI Garut.

Discussions

The findings of this study revealed that Rikako's experience of creating and presenting a consecutive interpreting application generated technological courage that manifested through progressive confidence development, deepened procedural understanding, and professional identity reconstruction. Her narrative demonstrated that the cognitive strain typically associated with consecutive interpreting training, which demands intense listening, focused memory work, and rapid oral reformulation (Gieshoff & Heeb, 2023), was not eliminated by technology but rather redistributed through the design process itself. By building her own application, Rikako transformed the overwhelming cognitive demands of manual consecutive interpreting into manageable programmatic steps, preventing exhaustion through interface simplification while simultaneously strengthening her comprehension of interpreting procedures (Al-Sharman et al., 2025; Q. Wang, 2025). This finding extends previous research on technology-enhanced interpreter training by showing that the creation process, not merely the consumption of existing tools, constitutes a distinct pedagogical mechanism through which novice interpreters can internalize procedural knowledge that passive practice alone may not produce.

Rikako's decision to build her own application rather than download commercially available tools positioned her as an autonomous innovator within the interpreting classroom, a stance that contrasts with prevailing patterns documented in the literature where students function primarily as end users of institutionally provided technologies (Ahmed et al., 2025; Booton et al., 2023). Her narrative confirmed that student cohorts can build functional applications through visual programming environments and deliver concrete learning products while demonstrating interpretive competence, operational digital literacy, and a strong sense of agency throughout the design process (Domagała-Zyśk et al., 2025; Lee & Kim, 2025). However, this study adds a dimension that prior research has largely overlooked: the emotional trajectory of the student creator. While previous scholars emphasized localized problems during their oversight of student-created innovations without documenting internal responses or emotional experiences (Mondal et al., 2023), Rikako's narrative revealed that developers generate substantial pedagogical value precisely by authoring emotional experiences and reconstructing complex identities during technology-integration learning events (Nguyen-Viet, 2025). Her progression from feeling "almost paralysed by fear" to experiencing pride and recognition illustrated that technological courage is not a static trait but a dynamic disposition that develops through the interaction between creative risk-taking, technical problem-solving, and social validation within the classroom context.

The sociality dimension of Rikako's narrative revealed that audience awareness during the live demonstration introduced interpersonal dynamics that shaped her interpreting performance in ways not captured by studies focused solely on technological affordances and

classroom implementation (Haleem et al., 2022; Parrilla Gómez & Postigo Pinazo, 2025; Stolpe & Hallström, 2024). She simultaneously managed the application's technical performance and negotiated peer expectations, demonstrating that technology-mediated consecutive interpreting in classroom settings involves social negotiation processes that extend beyond the interpreter-technology interface. This finding resonates with research indicating that users determine classroom implementation by prioritizing perceived usefulness beyond technical specifications and advertised capabilities (Y. Wang et al., 2024), and it supports scholarship showing that smartphone applications trigger interactional events linking app use, shared-space movement, and social scaffolding within learning environments (Asadnia, 2025; Luo & Watts, 2025).

The place dimension of Rikako's experience highlighted how environmental factors such as classroom noise and device processing delays introduced practical complications that required real-time adaptation during the demonstration. Her description of managing speech recognition errors caused by background noise and negotiating the temporal delay between source speech input and target language output echoed findings that smartphone applications create practical complications despite claiming to offer simplified practice methods (Booton et al., 2023), and that educational institutions should question the functional reliability of automated language tools before adoption without conducting reflective evaluations of effectiveness (Liu & Liang, 2024). Nevertheless, Rikako's ability to negotiate these limitations successfully demonstrated that technical imperfections do not necessarily undermine the pedagogical value of student-created applications when the creator understands the constraints and communicates them transparently to the classroom audience.

Rikako's identity reconstruction from a compliance-oriented student to an agency-oriented innovator carries important implications for interpreter education curriculum design. Her narrative suggested that providing structured opportunities for students to create, rather than merely consume, interpreting technologies can catalyze professional identity development that complements the linguistic and cognitive skills traditionally targeted in consecutive interpreting courses. This finding aligns with curriculum designers who have presented guidance on artificial intelligence integration through literacy and competency frameworks (Chiu et al., 2024; Zhao et al., 2024), while extending their work by demonstrating that narrative inquiry into student-built interpreting technology enriches reflective practice and reveals identity dimensions that competency-based assessments alone cannot capture. Her experience also supports research connecting classroom technologies with applied interpreting needs through principled pedagogical design (Oviedo & Fox Tree, 2024; Zou et al., 2026), suggesting that instructors who intentionally incorporate student-created technology projects into interpreting courses can foster both technical competence and the kind of technological courage that prepares graduates for professional environments where digital resources are increasingly integral to interpreting practice (Fantinuoli, 2023; Zwischenberger et al., 2023).

CONCLUSIONS

This study found that independently developing and presenting a custom consecutive interpreting application influenced Rikako's confidence, procedural understanding, and awareness of the interpreting situation across temporality, sociality, and place. Her experience developed gradually from initial uncertainty and fear to reflective pride, while peer scrutiny and lecturer recognition shaped her emotional responses and emerging sense of technological agency. The classroom environment, including acoustic conditions, technological infrastructure, and spatial arrangements, also affected the application's implementation and required real-time adaptation. However, the study does not claim that mobile technology generally improves interpreter education or that the application enhanced interpreting performance, as no comparative assessment of interpreting outcomes was conducted. The main limitation was the use of a single participant and one English Education program at IPI Garut, with findings based entirely on self-reported reflections and interviews. Future

research should involve larger student cohorts, examine digital interpreting platforms, and address technical and design constraints to improve implementation and generalizability.

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