

Challenges in Interpreting English Passive Voice Into Arabic: A Study of Student Performance and Training Needs in Simultaneous Interpretation

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Abstract—This study examines the significant challenges faced by Arabic-speaking student interpreters in rendering English passive voice constructions into Arabic during simultaneous interpretation. Due to structural and functional disparities between the two languages, particularly the rarity of passive constructions and explicit agentive phrases in Arabic, interpreting the English passive voice presents substantial obstacles. The research aims to identify the specific errors committed by interpreting students and the strategies they employ to navigate these linguistic complexities. To achieve these objectives, a mixed-methods approach was adopted. A corpus was compiled from the simultaneous interpretations of 30 interpreting students. Participants were divided into two groups of 15, each tasked with interpreting one of two political speeches delivered by former U.S. President Barack Obama, carefully edited to contain a high density of passive constructions. The interpretations were recorded using the SANAKO Lab 100 system, transcribed, and analyzed both quantitatively and qualitatively using Schjoldager's (1996) error analysis framework. The findings reveal that students struggled significantly with English passive constructions: most passive sentences were omitted entirely, and only 34% of them were adequately rendered. The most frequent errors included misinterpretations, deletion of the passive voice, unjustified changes, and unjustified omissions. Four primary strategies were identified in the students' renditions: passivization, passive with an agentive phrase, activation, and nominalization. This study contributes to the field of translation and interpreting studies by highlighting a key linguistic barrier in simultaneous interpreting training and offering insights for curriculum development.

Index Terms—passive voice, simultaneous interpreting, interpreting errors, interpreting strategies

I. INTRODUCTION

Interpreting, a specialized branch of translation, is broadly defined as “the translation of oral material from one language into another” (Gile, 2001, p. 41). Unlike translators, who work with written texts and have access to resources such as dictionaries and term banks, interpreters must render spoken language in real time without external aids. Interpreting is typically divided into two main types: simultaneous and consecutive. Simultaneous interpreting, as defined by Russell (2005), involves “interpreting into the target language at the same time as the source language is being delivered”, whereas consecutive interpreting occurs after the speaker has completed one or more ideas and pauses for the interpreter to convey the message (p. 136). Interpreting between English and Arabic is particularly challenging due to the linguistic differences between the two languages. These differences stem from their distinct language families, with significant variations in grammar, syntax, and semantics. Among these challenges, the passive voice stands out as a particularly complex area due to its structural and functional differences in the two languages.

Voice is a grammatical category that defines the relationship between a verb and its subject, which can be either active or passive (Svartvik, 1966, p. 1). In active voice, the subject performs the action (e.g., "She ate the cake"), whereas in passive voice, the subject is the recipient of the action (e.g., "The cake was eaten"). While active voice predominates in English, passive voice constructions are used less frequently. In contrast, Arabic largely avoids passive constructions, as the language “does not favor passive verb forms and avoids them” (Rosenhouse, 1988, p. 93).

The structural relationship between active and passive voices is crucial for understanding their differences across languages. Chomsky (1957) and Lees (1957) emphasize that passive constructions are systematically derived from their active counterparts. In Arabic, passivization involves omitting the agent (the nominative subject in active voice) and elevating the patient (the accusative object in active voice) to the subject position (Alhussain, 2016, p. 23). In contrast, English passive constructions frequently include auxiliary verbs such as "be" or "get" and may feature agentive phrases introduced by "by" (Chomsky, 1957, as cited in Svartvik, 1966, p. 2). These fundamental differences create challenges for interpreters working between Arabic and English. In English, passive constructions are often used when the agent is

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unknown, irrelevant, or intentionally omitted. When the agent's identity is significant, an agentive phrase introduced by "by" is included (Azar, 1989, p. 123). English thus employs two primary types of passive constructions: agentless passives (e.g., "The book was translated") and agentive passives (e.g., "The book was translated by Ahmed").

Arabic grammarians, including Ibn-Khalawayh (1941) and Al-Khalil (1985), define the passive voice as an action in which the agent is not mentioned. The Arabic passive voice is predominantly agentless, with the agent omitted unless rhetorical or contextual considerations necessitate its inclusion. Reasons for using agentless passives in Arabic include emphasizing the action, downplaying the agent, or maintaining a particular stylistic or rhetorical effect (Al-Adamat, 2011, p. 122). In Classical Arabic (CA), agentless passive constructions dominate, as seen in religious texts such as the Qur'an and early Arabic literature. The Qur'an, for instance, employs agentless passive constructions for rhetorical purposes, such as emphasizing divine actions or universal truths. On rare occasions, agentive passive voice appears in CA, using phrases like "من قبل" (by) or "بواسطة" (by). In contrast, Modern Standard Arabic (MSA) has increasingly adopted agentive passive constructions influenced by English, often using expressions such as "من خلال" (through) and "على يد" (at the hands of) to represent the agent. These constructions, while common in MSA, are not considered native to Arabic and are sometimes criticized as borrowed forms (Mohawsh, 2004, pp. 33–34).

The structural and functional differences between English and Arabic passive voice constructions present significant challenges for both translators and interpreters. This echoes challenges observed in Arabic video game localization, where translators grapple with syntactic mismatches and cultural adaptation issues when rendering English into Arabic (Al-Batineh, 2023; Al-Batineh, 2023b; Al-Batineh et al., 2025). While translators can rely on resources and have the luxury of time to reflect on the best approach, simultaneous interpreters face additional constraints. They must process and render spoken material in real time, often without prior knowledge of the presence of passive constructions, leaving little room for reflection or strategic decision-making. Errors and suboptimal strategies are therefore common, particularly when dealing with passive constructions, which require careful syntactic alignment between the two languages. Unlike translators, interpreters cannot revise their output once delivered, further exacerbating the difficulty of rendering English passive voice into Arabic.

Despite these challenges, there is a notable gap in research specifically addressing the issue of passive voice in simultaneous interpretation between English and Arabic. This study aims to fill that void by systematically investigating the errors made by Arabic-speaking student interpreters and the strategies they employ when rendering English passive constructions into Arabic during simultaneous interpretation. The purpose of this research is threefold: first, to identify and categorize the specific difficulties interpreters face with English passive voice constructions; second, to analyze the effectiveness of the strategies they use to overcome these challenges; and third, to provide pedagogical insights that can enhance interpreter training programs.

The significance of this study lies in its potential to contribute substantially to the field of translation and interpreting studies. By shedding light on the complexities of interpreting passive voice—a syntactic feature with marked differences between English and Arabic—this research offers valuable knowledge that can improve teaching methodologies and curriculum design for interpreter education. Furthermore, it seeks to enhance student outcomes by equipping future interpreters with the skills necessary to manage such linguistic challenges effectively. Ultimately, the study contributes to a broader understanding of the intricacies involved in English-Arabic simultaneous interpretation.

II. LITERATURE REVIEW

English-Arabic Passive voice in translation studies has received considerable attention in written translation, highlighting the linguistic, structural, and strategic challenges that arise from the differences between the two languages. Key research in this area provides a foundation for understanding the complexities faced by translators and interpreters. For instance, Khalil (1993) focused on the challenges of translating the English agentive passive voice into Arabic. His study, involving Arab EFL students and instructors, revealed a preference for translating agentive passive constructions into Arabic using phrases like *من قبل*. The findings highlighted linguistic interference and the need for contrastive linguistic training to improve translation accuracy. Similarly, Farghal and Al-Shorafat (1996) identified five strategies—nominalization, adjectivalization, passivization, activation, and pseudo-activation—used by translators when handling English passive sentences. Their findings challenged the assumption that Arabic cannot accommodate agentive passives, emphasizing the importance of context and communicative intent in translation. Mohawsh (2004) extended the discussion to include the translation of passive voice among English, Arabic, and French. His study revealed that students frequently relied on formal markers like *من قبل*, *بواسطة*, and *من خلال* when translating agentive passives into Arabic. The findings underscored the inadequacy of word-for-word translation and recommended extensive training to address structural and linguistic disparities across languages. Al-Ali and Alliheibi (2015) focused on the translation of English passive structures in M.A. thesis abstracts. They observed that students often used verbal nouns, pseudo-active verbs, or active sentence structures instead of direct passive translations, reflecting grammatical and genre-specific constraints.

Research on English-Arabic simultaneous interpreting has explored a variety of topics, offering insights into the challenges faced by interpreters and the strategies they employ. Research in translation criticism has also highlighted how translator choices affect the balance between fidelity and creativity, which is relevant to understanding the interpretive strategies students adopt in handling syntactic asymmetries (Al-Batineh & Alsmadi, 2021). Key areas of investigation include the interpretation of collocations (Mohammed, 2015), scientific texts (Alhiyari, 2013), political speeches (Jaradat,

2010), and emotive overtones in speeches (Al-Jabri, 2017). Factors affecting interpreting performance, such as directionality (Al-Salman & Al-Khanji, 2002), word order complexities (Al-Rubai'i, 2004), and linguistic adequacy (Banat, 1991), have also been examined. For instance, Al-Rubai'i (2004) demonstrated that interpreters struggle with complex English linear arrangements, such as pre-modification by adjectives or noun-phrase subjects, leading to delays, omissions, and errors. Similarly, Jaradat (2010) found that interpreters often relied on transcoding (word-for-word rendering) and message abandonment when interpreting political speeches, adversely affecting interpretation quality. Alhiyari (2013) highlighted terminology gaps, lexical discrepancies, and challenges with acronyms in scientific texts, while Mohammed (2015) emphasized strategies like equivalence, paraphrasing, and omission in rendering collocations. Additionally, Barakat (2018) underscored the significance of strategic behaviors among undergraduate interpreters, linking strategy selection to interpretation quality.

While these studies provide valuable insights into English-Arabic simultaneous interpreting, the specific challenge of rendering English passive voice constructions into Arabic remains unexplored. This gap is critical, considering the structural and functional differences between the two languages. The following sections address this gap by examining the passive voice in English and Arabic, setting the stage for a deeper investigation into its implications for simultaneous interpreting.

Strategies for Rendering Passive Voice in Translation

This section synthesizes the strategies identified in the literature for translating English passive voice into Arabic. The studies reviewed indicate that translators typically adopt five main strategies: passivization, nominalization, adjectivalization, activation, and pseudo-activation. These strategies are applied differently depending on whether the passive construction is agentive or agentless.

For agentless passives, the most commonly used strategies include passivization, nominalization, and adjectivalization. The nominalization strategy involves the use of a pleonastic verb (a verb with minimal semantic content) combined with a verbal noun derived from the English passive verb. An example is "قام المدير بزيارة المصنع" ("The manager visited the factory") (Farghal & Al-Shorafat, 1996, p. 106). Pleonastic verbs such as قام, تعرض, (used in Farghal & Al-Shorafat, 1996) and جرى (used in Al-Ali & Alliheibi, 2015) are frequently employed as dummy verbs in Arabic translations. The adjectivalization strategy (or stative passive) uses adjectives as equivalents for English passive verbs. For example, the Arabic sentence "إن لحم البقر ممنوع لدى الهندوس" translates the English sentence "The consumption of beef is forbidden to the Hindus". This strategy is particularly effective for translating dynamic (non-action) English passive verbs (Farghal & Al-Shorafat, 1996, p. 109).

For agentive passives, translators often employ passivization and activation. Passivization translates English passives into Arabic passives using agentive phrases and formal markers such as من قبل, من خلال, and من بواسطة, على أيدي, بسبب. Activation, on the other hand, involves converting English passive constructions into active voice in Arabic. Another strategy identified is pseudo-activation, where Arabic verbs are active in form but passive in meaning. This strategy is particularly useful for translating certain English passive verbs such as "be influenced" and "be divided". For instance, "انقسمت العينة إلى مجموعتين" translates the English sentence "The sample was divided into two groups" (Al-Ali & Alliheibi, 2015, p. 137). Al-Ali and Alliheibi (2015) also noted that in some cases, passive structures were left untranslated or omitted altogether.

III. METHODOLOGY

This study investigates the ability of interpreting students to render English passive voice constructions into Arabic during simultaneous interpretation, the errors they commit, and the strategies they employ. To achieve these objectives, data were collected and analyzed using a combination of quantitative and qualitative methods.

A. Participants and Materials

The study involved 30 translation students taking interpreting class. Participants were native Arabic speakers of similar interpreting proficiency. They were divided into two groups of 15 students each, with each group tasked with interpreting one of two edited political speeches delivered by former U.S. President Barack Obama. The speeches were selected for their high density of passive voice constructions, providing a suitable basis for analysis. To ensure relevance and manageability, the speeches were edited to include only paragraphs with passive constructions: the first speech contained 11 passive sentences, and the second contained nine. Of the 20 sentences across both speeches, 10 were agentive and 10 were agentless. The content was tailored to align with the students' training level by limiting difficult terminology, unfamiliar topics, and overly complex sentence structures.

B. Data Collection and Analysis

A customized version of the first speech, containing eleven sentences with passive constructions, was played for the first group of participants, comprising fifteen students. The students were asked to deliver simultaneous interpretations of the speech. A second speech, containing nine passive constructions, was played for the second group of participants, which also consisted of fifteen students, who similarly delivered their interpretations. The researcher utilized the SANAKO Lab 100, a state-of-the-art language laboratory system, to facilitate and conduct the experiment. This advanced

tool was employed to ensure high-quality audio recording of the participants' simultaneous interpretations, enabling precise data collection for analysis. The SANAKO Lab 100 provided a controlled environment where each participant's interpretation could be recorded individually, ensuring clarity and minimizing external noise or interference. The system's ability to manage and monitor multiple participants simultaneously allowed for efficient handling of the experimental procedures, ensuring the reliability and accuracy of the collected data. This technological support was crucial in maintaining the integrity of the research process.

The interpretations provided by both groups of students were saved in audio files then transcribed verbatim to ensure an accurate basis for subsequent analysis. The transcriptions were then subjected to a quantitative analysis to evaluate the extent to which English passive voice constructions posed challenges for the students. This stage aimed to measure the frequency and proportion of adequately and inadequately rendered sentences. To gain deeper insights, a qualitative analysis was conducted using Schjoldager's (1996) framework (see Appendix). This framework was employed to systematically categorize and assess the types of errors committed by the students during the interpretation process, such as omissions, misinterpretations, and unjustified changes. The data were analyzed to identify and classify the strategies the students adopted when rendering English passive voice constructions into Arabic. This analysis highlighted the specific methods used, including passivization, activization, and nominalization, providing a comprehensive understanding of the students' approach to overcoming the linguistic challenges presented by the English passive voice.

IV. RESULTS

A. Quantitative Analysis

The experiment involved 30 participants, each interpreting one of two speeches containing passive voice sentences. The first speech had 11 sentences, and the second had 9, resulting in a total of 300 passive voice sentences analyzed, including 105 agentive and 195 agentless constructions. The quantitative analysis was conducted in two stages. The first stage aimed to determine the number of passive voice sentences omitted by the students, categorizing the data into two primary groups: rendered sentences and omitted sentences. The second stage involved a more detailed analysis, focusing on the acceptability and quality of the Arabic renditions of the English passive voice constructions. This granular analysis evaluated the accuracy and adequacy of the rendered sentences. To assess whether rendering English passive voice constructions into Arabic posed difficulties for the participants, the analysis first examined the number of sentences that were not rendered into Arabic. Figure 1 presents the number and percentages of rendered and omitted sentences.

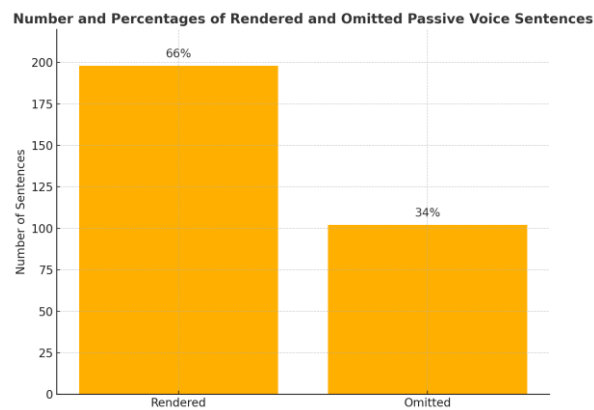


Figure 1. Number and Percentages of Rendered and Omitted Passive Voice Sentences

The initial analysis revealed that English passive voice sentences were challenging for the participants, as 34% of the sentences were omitted entirely, and only 66% were rendered into Arabic. Furthermore, the students struggled with both agentive and agentless sentences. This finding contrasts with previous studies on the written translation of English passive voice into Arabic, which reported that agentive passives tend to be more problematic than agentless passives (Mohawsh, 2004). Similarly, studies like Khalil (1993) focused solely on the challenges of translating English agentive passives into Arabic. However, the discrepancy between this study's findings and earlier research lies beyond the scope of this analysis.

The analysis further revealed that 70.5% of agentive sentences were successfully rendered, compared to 63.5% of agentless sentences, suggesting that agentless constructions posed slightly greater challenges (See Table 1). These findings contrast with prior research on written translations, which emphasized the difficulty of agentive passives over agentless ones (e.g., Mohawsh, 2004; Khalil, 1993). This divergence underscores the unique cognitive demands and time constraints of simultaneous interpretation, which may amplify difficulties in handling syntactically complex constructions, irrespective of their type. The subsequent section discusses the adequacy of the 198 rendered sentences, exploring their quality and alignment with the original English constructions.

TABLE 1
RENDERED AND OMITTED PASSIVE VOICE SENTENCES BY TYPE (AGENTIVE VS. AGENTLESS)

Criteria	Agentive	Agentless	TOTAL out of 300
Number Rendered	74 (70.5%)	124 (63.5%)	198 (66%)
Number Omitted	31 (29.5%)	71 (36.5%)	102 (34%)
Total	105 (100%)	195 (100%)	300 (100%)

Analysis of the Rendered Sentences

The second stage of the quantitative analysis focused on evaluating the quality of the 198 sentences rendered into Arabic by the participants. This analysis categorized the rendered sentences into two groups: adequately rendered and inadequately rendered. As summarized in Figure 2, 51.5% of the rendered sentences were classified as adequately rendered, while 48.5% were deemed inadequate (See Figure 2).

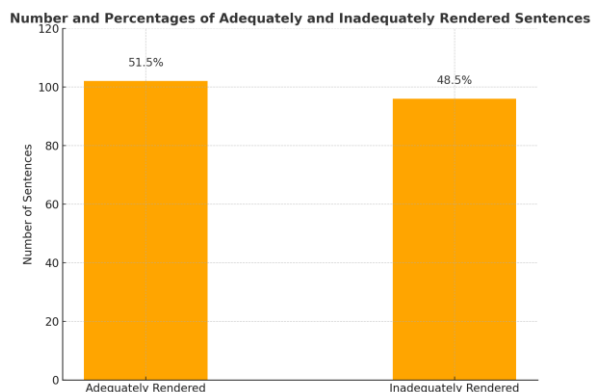


Figure 2. Number of Adequately and Inadequately Rendered Sentences

When the findings were considered in relation to the total 300 passive sentences included in the study, it became evident that only 34% of all passive sentences were adequately rendered, as shown in Table 2.

TABLE 2
TOTAL NUMBER OF ADEQUATELY RENDERED PASSIVE VOICE SENTENCES

Total Passive Voice Sentences	Adequately Rendered Sentences	Percentage of Adequately Rendered Sentences
300	102	34%

The analysis underscores that participants encountered significant challenges in interpreting English passive voice constructions into Arabic. Despite some successful renditions, the data reveal that nearly half of the rendered sentences lacked the quality expected in simultaneous interpretation. This indicates a considerable difficulty in accurately conveying English passive structures under real-time constraints.

The following sections explore these findings, offering a qualitative analysis of the errors identified in the inadequate renditions and examining the strategies participants employed to render English passive voice constructions into Arabic. These insights provide a more comprehensive understanding of the obstacles faced and the methods used by student interpreters in tackling this complex linguistic feature.

B. Qualitative Data Analysis

(a). Analysis of the Inadequate Renditions

The analysis of the 96 inadequately rendered sentences revealed significant challenges faced by the participants in accurately interpreting English passive voice constructions into Arabic. These sentences, identified as inadequate due to one or more errors compromising their accuracy, were analyzed using Schjoldager’s (1996) framework. The analysis categorized the errors into four primary types: misinterpretation, deletion of the passive voice, unjustified changes, and unjustified omissions. The frequency and percentage of each error type are presented in Figure 3.

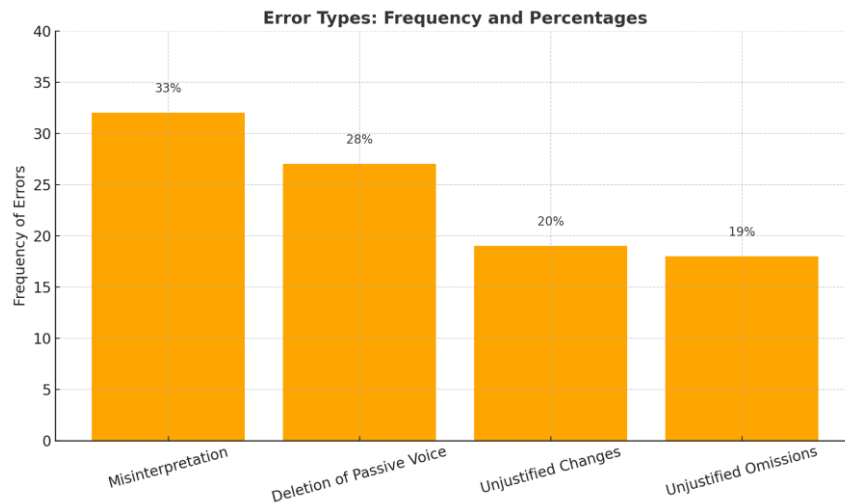


Figure 3. Frequency and Percentage of Error Types

The results indicate that misinterpretation was the most frequent error type, accounting for 33% of the inadequacies. This reflects a significant challenge in accurately grasping and conveying the meaning of the source text, particularly in passive constructions. Deletion of the passive voice followed at 28%, highlighting instances where participants altered passive structures into active ones, resulting in a loss of syntactic equivalence. Unjustified changes comprised 20% of the errors, involving alterations in meaning or structure that deviated from the source text unnecessarily. Lastly, unjustified omissions accounted for 19%, where critical elements of the source text were excluded without valid reason, affecting the completeness of the interpretation.

These errors collectively demonstrate the complexities of rendering English passive voice constructions into Arabic, particularly under the time constraints and cognitive demands of simultaneous interpretation. The following sections provide a detailed discussion of each error type, supplemented with representative examples from the data. Only select examples are included due to space limitations, but they illustrate the nature and impact of these errors on the overall quality of the interpretations.

(b). Misinterpretation

The analysis of inadequately rendered sentences underscores that misinterpretation was a critical and recurring error among the participants. Misinterpretation arises when the meaning conveyed in the target text diverges significantly from the source text, leading to inaccurate or distorted messages. This issue is especially prevalent in simultaneous interpretation due to the time constraints and cognitive demands involved, which heighten the difficulty of processing syntactically complex structures such as the passive voice. A prominent example of misinterpretation occurred in the interpretation of a sentence where President Obama discusses the vulnerability of American national security due to dependence on foreign oil and gas. The passive construction "is held hostage" was frequently misinterpreted by students, as illustrated in Table 3.

TABLE 3
EXAMPLES OF MISINTERPRETED SENTENCES

Sentence	Suggested Interpretation	Student Renditions
The future of our security – and our planet – is held hostage to our dependence on foreign oil and gas.	مستقبل أمننا - وكوكبنا - رهينة اعتمادنا على النفط والغاز الأجنبي.	Student 1: هذا المستقبل تم تأمينه من خلال تأمين الغاز والنفط. (<i>This future was secured by securing gas and oil.</i>)
		Student 2: لقد اخذ الرهائن واطلق عليهم الغاز. (He took the hostages and released gas on them.)
		Student 3: مستقبل أمننا والرهائن. (The future of our security and the hostages.)

The three renditions demonstrate notable deviations from the intended meaning of the source text. Student 1 replaced the English passive construction with another passive, "تم تأمينه" (*was secured*), which not only fails to convey the original message but introduces an unrelated interpretation. Student 2 altered the sentence into an active construction, adding entirely new and contextually irrelevant elements ("released gas"), which were not present in the source text. Student 3 left the interpretation incomplete, omitting critical syntactic elements, including a verb, thereby failing to deliver a coherent rendition. These misinterpretations reveal how errors can profoundly affect the fidelity and clarity of the target text. Such inaccuracies compromise the intended message, potentially leading to miscommunication, particularly in high-stakes contexts such as political discourse. This analysis highlights the need for targeted training and practice to address the challenges posed by complex linguistic structures like the passive voice, ensuring more accurate and effective simultaneous interpretation.

(c). *Unjustified Omission*

Unjustified omission was another prevalent error observed in the students' interpretations. The American Translators Association (2003) defines omission as an error that occurs when a piece of information from the source text is excluded from the target text without justification. Table 4 provides an example involving President Obama's statement about justice being served after his 2008 election.

TABLE 4
EXAMPLES OF UNJUSTIFIED OMISSION

Sentence	Suggested Interpretation	Student Renditions
When I was elected in 2008, justice has been served.	عندما تم انتخابي في عام 2008، تم تحقيق العدالة.	Student 1: عندما انتخبت، تحققت العدالة. (When I was elected, justice was served.)
		Student 2: عندما تم اختياري، لقد تم تفعيل نظام العدل. (When I was elected, justice system has been activated.)
		Student 3: عندما تم انتخابي، العدالة تم تحقيقها. (When I was elected, justice was served.)

While all three students successfully conveyed the general idea of justice being served, they omitted the specific time marker "2008". This omission undermines the contextual significance of the source sentence, as the year 2008 represents a pivotal historical moment when Barack Obama was elected as the first African American president of the United States. The absence of this detail diminishes the interpretative depth and historical weight of the statement, thereby failing to fully capture the intended message of the original text. Such omissions highlight the students' struggle to manage both the semantic and contextual demands of simultaneous interpretation under time constraints. Addressing these challenges requires targeted training to emphasize the importance of preserving critical contextual elements, ensuring that interpretations remain faithful to the source text's intended meaning and significance.

(d). *Deletion of the Passive Voice*

Another common error involved the deletion of the passive voice, where students replaced passive constructions with active ones or removed them entirely. Table 5 illustrates this issue with a sentence discussing the United States' struggle against ideological enemies and the magnified threat of terrorism.

TABLE 5
EXAMPLES OF THE DELETION OF THE PASSIVE VOICE

Sentence	Suggested Interpretation	Student Renditions
The United States faced a powerful and ideological enemy intent on world domination. This menace was magnified by the recently discovered capability to destroy life on an unimaginable scale.	واجهت الولايات المتحدة عدو إيديولوجي قوي ينوي السيطرة على العالم وعظم هذا الخطر بعد الاكتشاف الحديث لإمكانية هذا العدو على تدمير الحياة بشكل لا يصدق.	Student 1: الولايات المتحدة تواجه عدواً فكرياً لا يصدق. (The United States faces an ideological enemy intent on destroying life.)
		Student 2: الولايات المتحدة تواجه أعداء فكريين. (The United States faces ideological enemies.)
		Student 3: الولايات المتحدة كانت تواجه عدواً قوياً. (The United States was facing a powerful enemy trying to dominate the world.)

In their renditions, Students 1 and 2 rendered the sentence in the present tense, diverging from the past tense used in the source text. This shift distorts the temporal context of the statement. All three students omitted the passive construction "was magnified", which is central to conveying the escalating nature of the threat in the source text. The omission of this element resulted in interpretations that failed to capture the intensification of danger emphasized by the original sentence.

For example, Student 1 simplified the message by focusing solely on the ideological enemy and omitted the notion of escalation. Student 2 generalized the interpretation to "ideological enemies", weakening the precision of the source text. While Student 3 attempted to preserve the structure, their interpretation omitted the critical passive construction "was magnified", which significantly altered the intended meaning.

This error not only compromises the syntactic integrity of the interpretation but also diminishes the semantic nuance of the original message. The omission of passive constructions, especially those that emphasize progression or escalation, leads to a less accurate and less impactful rendition. Such errors underscore the need for interpreters to recognize the functional significance of passive voice and maintain its structural and semantic role in their interpretations. Effective training focused on handling complex syntactic structures like passive voice can help mitigate these challenges and improve interpretative accuracy.

(e). *Unjustified Changes*

Unjustified changes were another frequent issue observed in the students' interpretations. These errors occur when interpreters alter or replace information, words, or other elements from the source text without valid justification, resulting in a target text that deviates significantly from the intended meaning. Table 6 provides examples of such changes, illustrating how students altered the interpretation of a sentence about Iraq's progress.

TABLE 6
EXAMPLES OF UNJUSTIFIED CHANGES

Sentence	Suggested Interpretation	Student Renditions
Both America and Iraq will succeed when every Arab government has an embassy open in Baghdad, and the child in Basra benefits from services provided by Iraqi dinars.	ستتجح كل من أمريكا والعراق عندما يكون لدى كل حكومة عربية سفارة في بغداد، ويستفيد الطفل في البصرة من الخدمات التي يقدمها الدينار العراقي.	Student 1: كلاً من أميركيا والعراق سوف يتخطون كل ما ستمعله كل (Both America and Iraq will go beyond what all the Arab embassies in Baghdad will do.)
		Student 2: العراق وامريكا كلاهم نجحوا في الحفاظ على السلام في بغداد من خلال تزويد العراق بالدينار العراقي (Both America and Iraq will succeed in maintaining peace in Baghdad by providing Iraq with the Iraqi dinar.)
		Student 3: أميركيا والعراق سينجحون بالأمان وحصولها على الفوائد (America and Iraq will succeed in safety and get benefits from the Iraqi government.)

The examples in Table 6 highlight the prevalence and impact of unjustified changes in students' interpretations of English passive constructions into Arabic. These changes reveal both syntactic and semantic deviations that undermine the fidelity of the interpreted message. In the first instance, Student 1's interpretation introduces an entirely unrelated concept, implying that Iraq and America will "surpass the efforts of Arab embassies in Baghdad". This misrepresentation stems from a failure to capture the intended focus on diplomatic presence and the welfare of Iraqi citizens, deviating significantly from the original sentence. Similarly, Student 2 shifts the emphasis of the source text from the passive idea of "services provided by Iraqi dinars" to an active construct suggesting that Iraq is "maintaining peace in Baghdad by providing Iraqi dinars". This alteration distorts the original meaning, introducing new elements that are not present in the source sentence. Student 3's rendition further exemplifies the issue by framing the sentence in a vague and imprecise manner. Instead of emphasizing the benefits to the child in Basra from resources provided by Iraqi dinars, the interpretation generalizes the concept to suggest that "America and Iraq will succeed in safety and get benefits from the Iraqi government." This removes the specific focus on services provided to citizens, thus failing to convey the intended message.

A common thread in all three interpretations is the omission of the passive construction. This omission not only alters the syntactic structure but also diminishes the functional emphasis of the original sentence, where the agent of action is deliberately downplayed to highlight the action and its beneficiaries. By converting the passive voice into active or ambiguous constructions, the interpreters lose the nuance and precision of the original message. These unjustified changes underscore the challenges students face in accurately rendering passive constructions during simultaneous interpretation. The deviations observed point to a need for targeted training that emphasizes the importance of preserving the functional and rhetorical roles of passive voice. This training should focus on helping students recognize the strategic use of passive structures in conveying emphasis and maintaining fidelity to the source text. Additionally, exercises aimed at reinforcing the syntactic alignment between English and Arabic passive constructions could aid students in developing a deeper understanding of these linguistic features and their pragmatic implications in interpretation.

C. Analysis of the Adequate Renditions

Prior research on the translation of passive voice sentences into Arabic (e.g., Mohammed, 2015; Al-Jabri, 2017; Barakat, 2018) has highlighted the unique challenges of this task. Translators often apply lexical adjustments and employ various strategies to make English passive voice constructions acceptable in Arabic. The analysis of adequately rendered sentences in this study revealed that participants primarily relied on four main strategies to interpret English passive voice: passivization, passive + agentive phrase, nominalization, and activation. These strategies reflect the students' attempts to adapt the English constructions into syntactically and contextually appropriate Arabic equivalents.

The analysis categorizes these strategies under two overarching approaches: rendering passive into passive and rendering passive into active. Each approach is explored in detail in the following sections, highlighting how students navigated the structural and functional differences between English and Arabic while maintaining the integrity of the source text's meaning.

(a). Rendering English Passive Into Arabic Passive

The analysis of adequately rendered sentences revealed that students frequently rendered English passive constructions into Arabic passives using three primary strategies: passivization, passive + an agentive phrase, and nominalization. When dealing with agentive passives, students often employed lexical and syntactic modifications to ensure the sentences were acceptable in Arabic. These adjustments typically involved the addition of formal markers, such as *من قبل*, *من خلال*, *بواسطة*, *ب*, to indicate the agent. For agentless passives, students employed pleonastic (dummy) verbs, such as *تم* and *قام*, to construct equivalent Arabic sentences. The following sections discuss these strategies in detail.

(b). Passive + an Agentive Phrase

A common strategy for rendering agentive passive constructions was the use of borrowed structures to create Arabic agentive passives. To convey the equivalent of the English "by" phrase, students added formal markers such as *من خلال*, *من قبل*, *بواسطة*, *ب* to specify the agent of the action (See Table 7). This approach aligns with findings from Khalil (1993), Farghal and Al-Shorafat (1996), and Mohawsh (2004).

TABLE 7
EXAMPLES OF PASSIVE + AN AGENTIVE PHRASE (GROUP 1):

Sentence	Suggested Interpretation	Student Renditions
We know that the American people cannot be protected by oceans or the sheer might of our military alone.	نحن نعلم ان الأمريكيين لا يمكن حمايتهم فقط من خلال المحيطات والقوة العسكرية.	Student 1: نحن نعلم ان الأمريكيين لا يمكن حمايتهم فقط من خلال المحيطات والقوة العسكرية. Student 2: نحن نعلم ان الأمريكيين لا يمكن حمايتهم من خلال المحيطات والدرع العسكري فقط.
I've been impressed by the work that was done by the Senate.	اعجبت كثيرا بالعمل الذي تم من قبل مجلس الشيوخ.	Student 3: ذهلت بالعمل الذي تم انجازه من قبل مجلس الشيوخ.

The Arabic renditions demonstrate the use of *من خلال* to indicate the agent in the first example and *من قبل* in the second. While these constructions are effective for rendering agentive passives, their increased use in Modern Standard Arabic has been attributed to Western language influences (Mohawsh, 2004).

In the first sentence, "We know that the American people cannot be protected by oceans or the sheer might of our military alone", the students employed "من خلال" to translate the English "by". For example, Student 1 rendered the sentence as "نحن نعلم أن الأمريكيين لا يمكن حمايتهم فقط من خلال المحيطات والقوة العسكرية", and Student 2 provided a similar rendition. The use of "من خلال" accurately captures the agent in the Arabic sentence, ensuring the message aligns with the source text while preserving grammatical correctness.

In the second sentence, "I've been impressed by the work that was done by the Senate", the student used "من قبل" to indicate the agent. The translation, "ذهلت بالعمل الذي تم إنجازه من قبل مجلس الشيوخ", demonstrates a clear understanding of the agentive passive construction. The addition of "من قبل" effectively communicates that the action was performed by the Senate.

These examples align with findings from previous research, such as Khalil (1993) and Farghal and Al-Shorafat (1996), which emphasize the role of formal markers like "من خلال" and "من قبل" in rendering English agentive passives into Arabic. However, as noted by Mohawsh (2004), the increased use of such markers in Modern Standard Arabic reflects an influence from Western languages rather than a traditional Arabic linguistic feature.

While this strategy provides clarity and accuracy in the translation of agentive passive constructions, its frequent application underscores the evolving nature of Modern Standard Arabic. Interpreters and translators must remain mindful of balancing linguistic precision with cultural and stylistic authenticity, particularly when adapting borrowed structures for Arabic audiences.

TABLE 8
EXAMPLES OF PASSIVE + AN AGENTIVE PHRASE (GROUP 2)

Sentence	Suggested Interpretation	Student Renditions
Both America and Iraq will be more secure when the terrorist in Anbar is taken out by the Iraqi Army.	أميركيا وكذلك العراق سيكونون بأمان عندما يتم تدمير الأعداء في الأنبار بواسطة الجيش العراقي.	Student 1: الآن الولايات المتحدة والعراق سوف يكونون أكثر أماناً عندما يتم استعادة المناطق بواسطة الجيش العراقي.
We know that the American people cannot be protected by oceans or the sheer might of our military alone.	نحن نعلم ان الناس الأمريكيين لا يمكن حمايتهم بالمحيطات فقط.	Student 2: نعلم ان الشعب الأمريكي لا يمكن حمايته بجيشنا وحده.

The examples provided in Table 8 demonstrate the use of formal markers, such as "بواسطة" and "ب", to render English agentive passive constructions into Arabic. This strategy ensures that the agent is explicitly marked, aligning with the syntactic and semantic requirements of Modern Standard Arabic. In the first example, the English sentence "Both America and Iraq will be more secure when the terrorist in Anbar is taken out by the Iraqi Army" was rendered by a student as "الآن الولايات المتحدة والعراق سوف يكونون أكثر أماناً عندما يتم استعادة المناطق بواسطة الجيش العراقي". The use of "بواسطة الجيش العراقي" successfully conveys the agent of the action (the Iraqi Army) while maintaining the passive structure. This approach mirrors the English construction "by the Iraqi Army" and demonstrates the student's ability to adapt the formal marker "بواسطة" to create a clear and grammatically accurate Arabic sentence. Similarly, in the second example, the sentence "We know that the American people cannot be protected by oceans or the sheer might of our military alone" was interpreted as "نعلم أن الشعب الأمريكي لا يمكن حمايته بجيشنا وحده". The student employs the marker "ب" to indicate the agent ("جيشنا"), preserving the passive construction and ensuring a direct correspondence with the English sentence.

This strategy aligns with findings from prior research, such as Khalil (1993) and Farghal and Al-Shorafat (1996), which identify these markers as common tools for translating English agentive passives into Arabic. While this approach is functional and widely accepted in Modern Standard Arabic, it reflects a modern adaptation influenced by Western languages, as Classical Arabic traditionally avoids explicit agent markers in passive constructions. The success of this strategy lies in its ability to maintain the agent's visibility while adhering to Arabic syntactic norms. However, it requires careful application to avoid over-reliance on borrowed structures, emphasizing the need for interpreters to balance linguistic accuracy with cultural and stylistic considerations.

(c). *Nominalization*

Nominalization emerged as a key strategy for rendering agentless passives. This approach involves the use of pleonastic verbs (dummy verbs) such as *تم* or *قام*, combined with a verbal noun derived from the matrix verb in the English passive structure (See Table 9). This strategy aligns with prior findings by Farghal and Al-Shorafat (1996), Al-Ali and Allieibi (2015), and Mohawsh (2004).

TABLE 9
EXAMPLES OF NOMINALIZATION

Sentence	Suggested Interpretation	Student Renditions
And what we now have is evidence that chemical weapons have been used inside of Syria.	ما نعرفه هنا بان الأسلحة الكيميائية تم استخدامها في سوريا.	Student 1: ما لدينا الآن هو دليل أن الأسلحة الكيميائية تم استخدامها في سوريا.
We don't know how they were used, when they were used, who used them.	ولكن لا نعلم كيف تم استخدامهم ومتى تم استخدامها ومن استخدمهم.	Student 2: ولكن كيف تم استخدامها ومتى وأين تم استخدامها.
Members of Congress are elected in order to do what's right for their constituencies and for the American people.	تم انتخاب أعضاء الكونغرس ليفعلوا ما عليهم فعله من أجل الشعب.	Student 3: تم انتخاب أعضاء الكونغرس ليفعلوا الشيء الصحيح للمؤسسات والناس الأمريكيون.

The examples provided illustrate the frequent reliance of students on the dummy verb "تم" to render agentless passive constructions in Arabic, highlighting both the effectiveness and limitations of this strategy. The use of "تم" allows interpreters to construct agentless passives that align structurally with the English source text. However, it also reflects a borrowing tendency influenced by Western languages, as Classical Arabic traditionally avoids such pleonastic verbs in passive constructions.

In the first example, the English sentence "And what we now have is evidence that chemical weapons have been used inside of Syria" was rendered as "ما لدينا الآن هو دليل أن الأسلحة الكيميائية تم استخدامها في سوريا". The use of "تم" facilitates the creation of a grammatically coherent Arabic passive sentence. However, this construction diverges from Classical Arabic norms, which would typically favor more direct passivization without the use of auxiliary verbs.

Similarly, the second example, "We don't know how they were used, when they were used, who used them", was interpreted as "ولكن كيف تم استخدامها ومتى وأين تم استخدامها". The repeated application of "تم" maintains consistency in the Arabic interpretation and effectively conveys the intended meaning of the English passive. However, this approach may introduce a stylistic rigidity that feels less natural in contexts where traditional Arabic stylistics are prioritized.

The third example, "Members of Congress are elected in order to do what's right for their constituencies and for the American people", was interpreted as "تم انتخاب أعضاء الكونغرس ليفعلوا ما عليهم فعله من أجل الشعب". Here, "تم انتخاب" provides a clear and grammatically accurate rendering of the English passive. While this construction is widely accepted in Modern Standard Arabic, it underscores the influence of Western syntactic patterns, diverging from Classical Arabic's preference for verbal forms that naturally encapsulate passivity without auxiliary elements.

The use of "تم" as a strategy for nominalization offers interpreters a reliable mechanism for rendering English passive constructions into Arabic. It ensures clarity and maintains fidelity to the source text, particularly in contexts where a one-to-one structural correspondence is required. However, this approach also reflects a broader shift toward linguistic borrowings in Modern Standard Arabic, raising questions about stylistic authenticity and the balance between linguistic modernity and tradition. For training purposes, it is essential to equip interpreters with the flexibility to employ both traditional and modern strategies, allowing them to adapt to diverse communicative contexts while maintaining linguistic and cultural fidelity.

Interestingly, students also applied nominalization to agentive passives, often omitting the agent entirely in the Arabic rendition. This is illustrated in Table 10:

TABLE 10
NOMINALIZATION FOR AGENTIVE PASSIVES

Sentence	Suggested Interpretation	Student Renditions
Both America and Iraq will be more secure when the terrorist in Anbar is taken out by the Iraqi Army.	أميركيا وكذلك العراق سيكونون بأمان عندما يتم تدمير الأعداء في الأنبار بواسطة الجيش العراقي.	Student 1: أميركيا وكذلك العراق سيكونون بأمان عندما يتم تدمير الأعداء في الأنبار بشكل كامل.
I've been impressed by the work that was done by the Senate.	كنت مذهولا بالعمل الذي تم انجازه من قبل مجلس الشيوخ.	Student 2: كنت مذهولا بالعمل الذي تم انجازه من قبل مجلس الشيوخ.

In these cases, students effectively rendered the passive construction but failed to include the agent, which could alter the intended meaning or weaken the message. For agentive passives, an active Arabic structure might better preserve the intent.

The strategies of **passive + agentive phrase** and **nominalization** demonstrate students' adaptability in interpreting English passive constructions into Arabic. However, reliance on borrowed constructions and omission of agents in some cases suggests a need for enhanced training to balance fidelity and fluency in passive-to-passive and passive-to-active renditions. The nuanced use of dummy verbs and formal markers reflects a dynamic evolution in Modern Standard Arabic influenced by Western languages, underscoring the importance of linguistic and cultural awareness in interpretation training.

(d). Passivization

Some students rendered English passive constructions into Arabic passives without adding any dummy verbs or formal markers. This approach adheres closely to the natural structure of Arabic passive voice and avoids the influence of other languages. Consider the examples in Table 11, which highlight instances of agentless passives rendered without additional lexical or syntactic elements:

TABLE 11
EXAMPLES OF PASSIVIZATION

Sentence	Suggested Interpretation	Student Renditions
And what we now have is evidence that chemical weapons have been used inside of Syria.	ما لدينا الآن هو دليل بأن الأسلحة الكيميائية استخدمت داخل سوريا.	Student 1: ما لدينا الآن هو دليل بأن الأسلحة الكيميائية استخدمت داخل سوريا.
We don't know how they were used, when they were used, who used them.	لكن لا نعرف كيف استخدمت ومتى استخدمت ومن استخدمها.	Student 2: لكن لا نعرف كيف استخدمت ومتى استخدمت ومن استخدمها.

The examples show that students utilized the Arabic passive voice structure (e.g., استخدمت) without relying on dummy verbs such as *was* or pleonastic constructions. This method demonstrates a strong understanding of Arabic syntax and its natural passive forms.

In the first example, the English sentence "And what we now have is evidence that chemical weapons have been used inside of Syria" was interpreted as "ما لدينا الآن هو دليل بأن الأسلحة الكيميائية استخدمت داخل سوريا". The passive verb "استخدمت" (were used) accurately conveys the meaning of the English passive without introducing additional lexical elements like "تم" or "قام". This concise rendering aligns with Arabic's preference for straightforward and natural passivization.

Similarly, the second example, "We don't know how they were used, when they were used, who used them", was interpreted as "لكن لا نعرف كيف استخدمت ومتى استخدمت ومن استخدمها". The repeated use of "استخدمت" in the Arabic rendition not only preserves the passive voice but also maintains the clarity and fluency of the sentence. The student interpreters effectively encapsulated the original meaning while avoiding unnecessary syntactic or lexical modifications.

This method of direct passivization showcases the students' understanding of Arabic syntax and its capacity for expressing agentless passive constructions without relying on borrowed structures or pleonastic constructions. By utilizing verbs such as "استخدمت" in their interpretations, the students demonstrated a keen ability to navigate the grammatical intricacies of Arabic while preserving the intended meaning of the English source text.

Adhering to this approach aligns well with Arabic stylistic norms and contributes to the delivery of interpretations that are both accurate and linguistically natural. This strategy may serve as a pedagogical model for training interpreters to manage passive constructions in a way that prioritizes clarity and fidelity to Arabic grammatical conventions. Furthermore, it emphasizes the importance of internalizing the natural syntactic patterns of the target language, particularly in the challenging context of simultaneous interpretation.

(e). *Rendering Passive Into Active*

Another prominent strategy observed was the conversion of English agentive passives into Arabic active sentences, a process known as activation. This strategy aligns with Al-Najjar's (1984, p. 160) argument that English agentive passives are often more effectively rendered into Arabic active clauses. By shifting the agent of the English passive sentence to the subject of the Arabic active sentence, students created structurally and contextually acceptable renditions (See examples in Table 12).

TABLE 12
EXAMPLES OF RENDERED ENGLISH AGENTIVE PASSIVES INTO ARABIC ACTIVES

Sentence	Suggested Interpretation	Student Renditions
Both America and Iraq will be more secure when the terrorist in Anbar is taken out by the Iraqi Army.	أميركيا والعراق سيكونون بأمان أكثر عندما يُخرج الجيش العراقي الإرهابيين من الأنبار.	Student 1: أميركيا والعراق سيكونون بأمان أكثر عندما يُخرج الجيش العراقي الإرهابيين من الأنبار.
We don't know how they were used, when they were used, who used them.	لكننا لا نعلم كيف يستخدمونها – أين يستخدمونها، من يستخدمها.	Student 2: لكننا لا نعرف كيف ومن استخدمها أو ألبية – استخدمها.
The future of our security and our planet is held hostage to our dependence on foreign oil and gas.	أمن هذا الكوكب سيبقى رهينة للغاز المستورد.	Student 3: أمن هذا الكوكب سيبقى رهينة للغاز المستورد.

In the first example, the sentence "Both America and Iraq will be more secure when the terrorist in Anbar is taken out by the Iraqi Army" was rendered into Arabic as "أميركيا والعراق سيكونون بأمان أكثر عندما يُخرج الجيش العراقي الإرهابيين من الأنبار". The Iraqi Army (agent) is explicitly expressed as the subject in Arabic (الجيش العراقي), while the object (terrorists) is preserved. This restructuring aligns with Arabic grammatical tendencies and eliminates ambiguity, enhancing the sentence's clarity.

The second example demonstrates a similar process with the English sentence "We don't know how they were used, when they were used, who used them". In Arabic, the verbs "يستخدمونها" or "استخدمها" inherently encode the agent (هم) within the verb morphology. This allows the Arabic rendition to maintain the original meaning while shifting to a more natural active voice construction. The inclusion of morphological markers for the agent in Arabic facilitates a concise yet semantically rich interpretation.

The third example, "The future of our security and our planet is held hostage to our dependence on foreign oil and gas", was translated as "أمن هذا الكوكب سيبقى رهينة للغاز المستورد". Here, the agentless English passive construction is restructured into an active Arabic sentence. While the agent remains implicit, the focus is shifted to the object (the planet's security) and its condition (being held hostage). This adjustment aligns with Arabic's preference for direct, action-oriented expressions and avoids the unnatural use of passive voice where the agent is omitted.

The activation strategy employed by the students showcases their ability to manage syntactic shifts effectively during simultaneous interpretation. By converting English passive constructions into active Arabic sentences, the students not only preserve the semantic content but also enhance clarity and alignment with Arabic linguistic norms. This strategy is

particularly effective for agentive passives, where retaining the agent and rephrasing the sentence ensures both grammatical accuracy and contextual relevance. Future pedagogical approaches can further emphasize activation as a key strategy for improving the quality of English-Arabic simultaneous interpretation, particularly when dealing with syntactically complex structures.

V. DISCUSSION

The present study explored the significant challenges faced by Arabic-speaking student interpreters in rendering English passive voice constructions during simultaneous interpretation. The findings underscore substantial difficulties, as evidenced by the high percentage of omitted and inadequately rendered passive sentences. These challenges reflect not only linguistic complexities inherent to passive constructions but also broader cognitive demands unique to simultaneous interpreting. Consistent with previous research (Farghal & Al-Shorafat, 1996; Khalil, 1993; Mohawsh, 2004), this study confirmed that structural and functional disparities between English and Arabic passive forms complicate the interpreter's task. However, unlike earlier research focusing primarily on written translation contexts, this study highlights distinct challenges faced by interpreters due to real-time constraints. Specifically, interpreting students struggled equally with both agentive and agentless passive constructions, diverging from the written translation studies which typically identified greater difficulty with agentive forms (Mohawsh, 2004). This discrepancy emphasizes the heightened cognitive load simultaneous interpreting imposes, potentially exacerbating interpretative difficulties regardless of the passive voice type.

Misinterpretation, deletion of passive structures, unjustified changes, and unjustified omissions were prominent errors among student interpreters. These errors severely impacted message fidelity, confirming Schjoldager's (1996) observations that accuracy in simultaneous interpretation depends heavily on the interpreter's syntactic agility and cognitive readiness. Particularly troubling was the frequent misinterpretation of passive constructions, likely stemming from students' inadequate internalization of passive syntax and insufficient exposure to complex syntactic structures during training.

In line with strategies previously identified by Farghal and Al-Shorafat (1996) and Al-Ali and Alliheibi (2015), students predominantly employed passivization, nominalization, activation, and passive constructions with explicit agentive phrases. Nominalization using dummy verbs like "تم" was frequently utilized, highlighting the influence of English syntactic patterns on Modern Standard Arabic—a trend also noted by Mohawsh (2004). While effective, excessive reliance on such strategies might compromise stylistic and rhetorical authenticity, a concern educators must address in curriculum design. Conversely, the application of direct passivization without pleonastic verbs or explicit agent markers was less common but notably effective, underscoring students' capability to produce syntactically natural Arabic interpretations. Encouraging this strategy through targeted pedagogical interventions could enhance students' interpretative fluency and linguistic authenticity. Activation emerged as an especially useful strategy for rendering agentive passives into Arabic, confirming Al-Najjar's (1984) assertion regarding the preference for active structures in Arabic interpretations. By shifting passive constructions into active voice, students effectively maintained semantic accuracy and linguistic fluidity, suggesting a promising training direction to enhance interpreting skills.

This research holds significant implications for interpreter training programs. It highlights a pressing need for targeted instructional modules dedicated to passive voice interpretation, emphasizing syntactic alignment, semantic equivalence, and cognitive processing speed. These findings align with broader discussions about translator and interpreter training reform in the Arab world, emphasizing the need to integrate structural, technological, and strategic competencies into curricula (Al-Batineh & Al Tenaijy, 2024; Moser-Mercer et al., 2023). Interpreting curricula should incorporate focused exercises on passive voice structures, contrasting English and Arabic syntactic patterns, and practical drills designed to enhance real-time processing capabilities. Additionally, simulations and mock interpreting sessions that mirror real-world scenarios could help students internalize effective interpreting techniques under realistic pressures. Incorporating authentic speeches and varied communicative contexts rich in passive constructions into the training curriculum would expose students to the diverse linguistic and cognitive demands they will face professionally. Furthermore, adopting reflective practice through recorded interpretation exercises could enable students to critically evaluate their performance, recognize recurrent errors, and develop adaptive strategies. Mentorship and collaborative workshops with experienced interpreters could also bridge theoretical knowledge and practical skills, providing students with insights into professional practices and industry expectations. By addressing these identified skill gaps and refining pedagogical approaches, interpreter training programs can better prepare students to meet the increasingly complex demands of the interpreting market. Enhancing students' competencies in handling passive voice constructions will not only improve interpretive accuracy but also foster greater professional confidence and adaptability, essential traits in today's multilingual communication contexts. Strengthening these competencies can significantly contribute to students' readiness and effectiveness, ultimately supporting their successful transition into the interpreting workforce.

VI. CONCLUSION

This study highlights critical challenges in rendering English passive constructions into Arabic during simultaneous interpretation. The findings underscore the necessity of targeted training and pedagogical interventions to bridge linguistic and cognitive gaps. By improving instructional practices and providing students with practical, authentic training

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