REFERENCES

Arumi, Marta and Olga Esteve (2006). Using Instruments Aimed at Self-Regulation in the Consecutive Interpreting Classroom: Two Case Studies. Electronic Journal of Foreign Language Teaching, 3, 2, pp. 158-189.

Barik, H. C. (1994). A description of various types of omissions, additions and errors of translation encountered in simultaneous interpretation. *Bridging the gap: Empirical research in simultaneous interpretation*, *3*, 121-137.

Barik, Henri C. (1969). A Study of Simultaneous Interpretation. Unpublished Ph.D. disertation. Ann Arbor, MI, UMI, Dissertation Abstracts.

Braun, V., & Clarke. (2006). Using thematic analysis in psychology. Qualitative research in psychology, 3(2), 77-101.

Braun, V. & Clarke, V. (2012) Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf, & K. J. Sher (Eds), APA handbook of research methods in psychology, Vol. 2: Research designs: Quantitative, qualitative, neuropsychological, and biological (pp. 57-71). Washington, DC: American Psychological Association.

Bryman, A. (2008). Why do researchers integrate/ combine/ mesh/ blend/ mix/ merge/ fuse quantitative and qualitative research. Advances in mixed methods research. pp. 87-100.

Casares, J, et al. Simplifying Video Editing Usng Metadata. In Proceedings of the 4th Conference on Designing Interactive Systems: Processes, Practices, Method, and Techniques. (pp. 157-166).

Chapelle, C. (1997). CALL in the year 2000: Still in search of research paradigms? Language Learning & Technology, 1(1), 19-43.

Chiaro, Delia and Giuseppe Nocella (2004). Interpreters Perception of Linguistic and Non-Linguistic Factors Affecting Quality: A Survey Throughthe World Wide Web. Meta, 49, 2, pp. 278-293.

Clarke, C.C. (1918). The phonograph in modern language teaching. The Modern. Language Journal, 3(3), 116-122.

Dufon, M. (2002). Video recording in ethnographic SLA research: Some issues of validity in data collection.

Ferdig, R. E. (2006). Assessing Teechnologies for Teaching and Learning: Understanding the Importance of Technological Pedagogical Content Knowledge. British Journal of Educational Technology, 37(5), 746-760.

Gile, Daniel (1995). Fidelity Assessment in Consecutive Interpretation: An Experiment. Target 7(1), Special Issue on Interpreting Research, pp. 151-164.

Gile, Daniel (1999). Prospects an Challenges of Interdisciplinarity in Research on Conference Interpreting. Proceedings of the 2nd International Conference on Translation Studies. National Taiwan Normal University, GITI, pp. 87-94.

Golshan, N., & Tafazoli, D. (2014). Technology Enhanced Language Learning Tools in Iranian EFL Context: Frequencies,Attitude, and Challenges. Procedia-Social and Behavioral Sciences, 136, 114-118.

Hasan, A. S. (2000). Learners' Perceptions of Listening Comprehension Problems. Language Culture and Curriculum. 13 (2), 137-153.

Hermann, Alfred. [1956] 2002. "Interpreting in antiquity." In The Interpreting Studies Reader, F. Pöchhacker & M. Shlesinger (eds), 15–22. London & New York: Routledge.

Jones, R. (2017). Conference Interpreting Explained. Routledge. pp. 3.

Jones, T., & Cuthrell, K. (2011). Youtube: Educational Potentials and Pitfalls. Computer in The Schools 28.1 (2011): 75-85

Kenny, D. 2007. "Translation Memories and Parallel Corpora: Challenges for the Translation Trainer." In Across Boundaries: International Perspectives on Translation, edited by D.

Koshkin, R, et. al. (2018). Testing the efforts model of simultaneous interpreting: An ERP study. *PloS one*, *13*(10), e0206129.

Lambert, S. (2004). Shared attention during sight translation, sight interpretation and simultaneous interpretation. *Meta: Journal des traducteurs/Meta: Translators' Journal*, *49*(2), 294-306.

Levy, M. (2009). Technologies in use for second language learning. The Modern Language Journal, 93, 769-782.

Mayora, C. A. (2009). Using YouTube to encourage authentic writing in EFL classrooms. *TESL Reporter*, *42*(1), 1-12.

Oxford, R. L. & Lin (2011). Autonomous learners in digital realms: Exploring strategies for effective digital language learning. In B. Morrison (Ed.),

Independent language learning: Building on experience, seeking new perspectives (pp.157-171). Hong Kong: Hong Kong University Press.

Pohhacker, F. (2010). Simultaneous Interpreting. Handbook of Translation Studies. John Benjamin Publishing Company. Edited by Yves Gambier and Luc van Doorslaer. Pp. 153.

Russo, M. (2010). Simultaneous Interpreting. Handbook of Translation Studies. John Benjamin Publishing Company. Edited by Yves Gambier and Luc van Doorslaer. Pp. 333.

Shlesinger, Miriam (2004). Doorstep Intersubisciplinarity and Beyond. In C. Schaffner, ed., Translation Research and Interpreting Research. Traditions, Gaps and Synergies. Clavedon, Multilingual Matters, pp. 116-123.

Villada, E.G. (2009). CALL evaluation for early foreign language learning: A review of the literature and a framework for evaluation. CALICO Journal, 26(2), 363-389.

Wood, D. (2012). Sony Vegas Pro 11. Beginner's Guide. Packt Publishing Ltd.

Yang, K. (2018, January). A Study of the Video Camera Function in the Simultaneous Interpreting Laboratory. In *2017 5th International Education, Economics, Social Science, Arts, Sports and Management Engineering Conference (IEESASM 2017)*. Atlantis Press.

Yang, S. C., & Chen (2007). Technology-enhanced language learning: A case study. *Computers in human behavior*, *23*(1), 860-879.

Yin, K. 2003. Case Study Research Design and Methods. Sage Publications.

Zainal, Z. (2007). Case study as a research method. Jurnal Kemanusiaan, 5(1).