

A Study of the Video Camera Function in the Simultaneous Interpreting Laboratory

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Abstract. This article introduces the role of video camera in simultaneous interpreting. Examples are used to illustrate the typical functions of video camera such as: recording and playback functions of recording video, teachers' comments on students' note-taking, mutual assessment between students. Through the analysis of teachers' comments and mutual assessment between students during the course of interpreting training, this essay, combining the author's own teaching experience and peers' s experience in interpreting teaching, explores how to continue to optimize the functions of video hardware and software in simultaneous interpretation lab, in order to realize quantification of the integrity of information, the speed of interpretation, the clarity of interpretation process, the emotional control of translators and the degree of acceptance of the audience, so as to improve the quality of interpreting teaching and the professionalism of interpreters. From the perspective of daily teaching, students' self-training and training, how to make the best use of simultaneous interpretation laboratory.

Introduction

Simultaneous interpretation laboratory plays an important role in the teaching of interpreting class. There are key research topics of interpreting teaching such as: how to promote students' self-training; how to improve the evaluation system of interpreting class. It is intended to clarify the names, content, and methods of different parts of interpreting class and optimize the order of different parts of interpreting class. By doing so, the whole interpreting class can be improved to be a more coordinated and efficient mode.

Application of Video Camera Function of Simultaneous Interpretation Laboratory to Interpreting Teaching

Customer satisfaction is the standard for interpreting quality assessment. Therefore, students' self-assessment and assessment of the performance of the students as clients should be paid attention to in interpreting training. Interpreting teaching should be well organized as it is a scientific training step based on the cognitive development of interpreters. Interpreter training generally includes: shadow exercises, notes-taking, comprehension, restatement, ellipsis translation, visual interpreting, digital conversion. And video function of the laboratory plays an important role in recording, interpretation practice, interpretation tests.

Shadowing exercises can be used in the early stages of interpreting training. Students are required to synchronously follow the recording and repeat what they hear. Taking training short-mory ability of interpreters as the goal, students should repeat according to the recording information in the speed of lagging behind about a sentence. Pay attention to the imitation of voice and capture the meaning of the source language. At any time training can be gradually introduced into the visual interpretation. The principle of visual translation is that interpreters can look at the speech of the speaker and interpret while listening to the speech. Before translation training, to allow students to do pre-reading, grasp the language structure and framework, so that students can

use a short period of time to read the original text, to preview and understand the main content of the speech and language difficulties and professional knowledge. In simultaneous interpreting laboratory, the teacher can arrange student practice grouping in advance to give students a good simulation of the meeting layout of topics such as finance, education, business and so on. Ensure that each student in each group could be trained through the simultaneous interpreting laboratory equipment training. Every student can observe and evaluate other students' performance in training through video.

Simultaneous interpreting laboratory provides language teaching services such as alternative interpretation and simultaneous interpretation for students to learn independently. Simultaneous interpretation laboratory is used to improve student interpretation skills through providing a variety of forms simultaneous interpreting. Simultaneous interpretation laboratories are featured with easy operation, extensive resources and powerful functions. Simultaneous interpretation software teaching mode can be selected by the teachers themselves, students can also choose learning content in their own learning as interpretation training operation is very convenient. In light of the content of the interpretation materials, students may play different roles, and may also train the scene recording to listen to students and find out their shortcomings in order to further improve the quality of interpretation. Students in the laboratory trained for a long time frequently experiencing simulation of the international conference translation environment, has been improved a lot to a large extent, especially their psychological quality of students, which helps them can handle the sudden changes in the future work.

More modern educational technologies should be used to get good effect in interpreting teaching. Although the students nowadays have a certain basis of interpretation, they lack the understanding of the essence of interpreting learning, and intensive training in terms of interpreting skills. In particular, they spend a great deal of time and energy on the Internet every day instead of making full use of the Internet for learning interpreting. Encourage students to make full use of network resources for independent interpretation learning. Simultaneous laboratories can provides a variety of skills training: training of notes-taking skills and memory training, training of source language expression skills and training of mock conference of simultaneous interpretation. The new interpretation teaching should make full use of oral peer evaluation software and online resources, and adopt a student-centered teaching model to enhance the sense of presence in interpretation. Suggestions about each practice of each student should be recorded for audition, judgment, analysis, simultaneous corpus practice database to provide first-hand information in the future. Students are required to record daily learning experience and practice (Logging), contrast of their performance, which is conducive to consolidate the fruits of victory and enhance confidence. Course teaching is divided into pre-class preparation, classroom teaching and after-school mutual evaluation and interaction process, and each process are used in the form of teamwork. Teachers play a guiding role in the pre-class preparation and after-school exercises, requiring the team to use the network platform to acquire the pre-translation information, arranging after-class practice. Teachers play a role in to guiding, assisting, and participating in in the classroom teaching and feedback process, and teach students interpretation skills and help them with mutual assessment.

Course teaching is divided into pre-class preparation, classroom teaching and after-school mutual evaluation and interaction process, and each process are used in the form of teamwork. Teachers in the pre-class preparation and after-school exercises play a guiding role, requiring the team to use the network platform, preparing the pre-translation information and the layout of after-school practice. In the classroom teaching and feedback process is to guide, assist, participate in the interaction of the students interpretation skills and mutual assessment. This course will combine the mutual evaluation software with the teaching of interpreting and implement the curriculum reform plan in accordance with the pre-class preparation, classroom teaching and after-class mutual feedback which are as pre-class preparation, classroom teaching and after-school mutual feedback.

Teaching and learning is the coexistence of two aspects of teaching. Mutual assessment between teachers and students is to adapt to the current reality of education and teaching, to the aspirations

of teachers and students initiatives. Interactive assessment in interpreting training mainly contributes to the following two aspects:

(1) Teachers' Assessment

a. Using of video camera is helpful for the teachers to understand each student more comprehensively, discover the students' strengths and weaknesses, then put forward the constructive suggestions or opinions, and improve the students' learning efficiency and the level of interpreting.

b. Increasing interaction opportunities between teachers and students. Teachers are not only organizers of classroom teaching, but also participants of classroom activities. In the classroom teaching, teachers and students are of equal dialogue, whose role is to fully understand the feelings of students and satisfy the learning needs, so that teachers design more contentious interpretation teaching model. These are conducive to the classroom to create a harmonious atmosphere and help guide students to learn to express, fall in love with the expression and actively participate in narrowing the distance between teachers and students to build a harmonious teacher-student relationship.

c. Positive evaluation can let the students get a sense of identity to stimulate students' enthusiasm for learning; and negative evaluation is conducive to students to find their own problems and deficiencies in learning, access to valuable advice to correct, make progress, harvest success.

(2) Assessments between Students

This is an interactive way in which all the students participate and can mobilize the enthusiasm of the students. Intra-group cooperation can strengthen the feelings between students and foster understanding between students; Between the group competition can stimulate students' sense of competition to promote students to improve their interpretation skills.

Mutual assessment of students can improve students' ability of language organization and thinking ability. The whole process of learning is student-centered. During the process of evaluation, students can listen to others' good ideas, evaluate communication and exercise their own language organizational capacity, share resources among students, and finally get multiple knowledge.

Mutual assessment of students can be active classroom atmosphere. Students play a subjective initiative, so that students' interest in information technology learning significantly increased through a variety of evaluation of a correct understanding of self-perfection, thus contributing to the development of personality. Computer-aided teaching is a special function of multimedia, especially the interpretation laboratory. Simultaneous laboratory generally includes teaching, examination, self-learning and conference management four functions. Classroom teaching, teachers use simultaneous interpretation equipment to simulate the real scene, the students combat training.

Conclusion

This article integrates the study of the function of video camera in the simultaneous interpreting laboratory to the teaching and learning of English interpreting. Also, examples are used to discuss the typical functions of video camera such as: recording, teacher's comment about students' note-taking, assessment between students. This article intends to draw the experience from the interpreting industry and thus to optimize the design of counterpart functions to realize the digital presentation of the scoring of interpreting performance dimensions such as: information completeness, clean output, clear logical, and stable mood of interpreter, as well as the acceptance from the audience. The purpose is to improve the quality of interpreting teaching and learning, and the professionalism level of student interpreter.

Project Information

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