

Analysis on the Reform of Interpretation Teaching Mode in Private Colleges and Universities Against the Background of Transformation to Applied Teaching

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Abstract—As the demand for interpreters in the interpretation market continues to increase, more and more attention has been paid to the training of applied interpretation talents. This paper expounds the problems existing in the current interpretation teaching mode in private colleges and universities, and puts forward that the reform of interpretation teaching mode in private colleges and universities against the background of transforming to applied teaching should deal with these problems from the aspect of college policies, teacher training and teaching mode reform, so as to meet the market demand for multi-skilled and application-oriented business English talents.

Keywords—*transformation to applied type; interpretation; mode reform*

I. INTRODUCTION

In the past decade, as a branch of English major, interpretation has drawn more and more attention, and the number of students majoring in interpretation has been increasing. Many applied private colleges and universities also offer the translation majors and set up quite a number of interpretation courses. Interpretation courses also play a crucial role in the skill development of translation majors. Meanwhile, as a result of the deepening of China's foreign exchanges and foreign economic and trade cooperation, the demand for interpreters in society is also rising year by year. The traditional interpretation teaching mode of applied private colleges and universities cannot meet the requirements of market, and there are some problems in the teaching mode of interpretation class and the learning efficiency of students. Therefore, it is increasingly significant to study the related problems in the interpretation teaching mode and how to reform the interpretation class by adjusting the teaching mode.

II. PROBLEMS IN THE INTERPRETATION CLASS TEACHING IN APPLIED PRIVATE COLLEGES AND UNIVERSITIES

In recent years, the traditional English majors have become less popular. In order to increase the richness of their

majors and attract students, many private colleges and universities have set up translation majors, including the interpretation major. However, due to the problems of students' level, and teachers and college policies, the traditional training mode of interpreters in private colleges and universities has gradually revealed its drawbacks.

A. Problems in Colleges and Universities

Although there are many similarities between interpretation major and English major, the training mode of interpretation major should be distinguished from those of English major. Some private colleges and universities neither have a deep understanding of the concept of interpretation, nor correctly recognize the differences between the training of interpreters and traditional English talents [1]. Therefore, in the course setting of the training program, courses of interpretation major for freshmen and sophomores are almost indistinguishable from those of English majors, and do not involve interpretation at all. As a result, many interpretation majors feel very strange when they enter the junior year and come into contact with interpretation, and know nothing about the profession of interpretation and the skills they need, which has a significant impact on teachers' teaching arrangement and the efficiency of students' acceptance of new knowledge. Many colleges and universities do not set up Chinese courses in the follow-up courses for senior students, and they provide many theoretical courses and few practical courses. The setting of Chinese course is very important in the course setting of interpretation major, but it is also easy to be ignored. The process of learning interpretation is also a course of improving one's own Chinese level as well as one's English level. If one can't speak Chinese well, it's hard for him to be a qualified interpreter, no matter how good his English is. The offering of practical courses may lead to a situation that teaching separate from practical training. Interpretation is a subject laying much stress on practice, and to engage in idle theorizing is far from enough to meet the needs of field interpretation. It is also difficult for interpretation majors to be competent for interpreting work in the society after their graduation, because interpretation has a great deal of

uncertainty, and there will be various unexpected situations in the interpretation field but we cannot learn how to deal with them in the textbooks. Therefore, colleges and universities should fully consider the rationality and scientificity of the training model when making plans for interpreter training. Moreover, it is of great importance for colleges and universities to continue investment in the hardware facilities of interpretation classes. In order to cut down expenditures, some private colleges and universities have only purchased relevant teaching hardware such as voice equipment, but have not made sustained investment in the crucial teaching software including interpretation software and interpretive system. Consequently, teachers cannot make use of relevant resources to teach in class.

B. Problems in Teachers

The problems in teachers mainly include the lack of experience of interpretation teachers and the insufficient number of “double-professionally-titled” teachers. The reasons for these problems are as follows. First, interpretation teachers of many private colleges and universities are all this year’s graduates. Compared with them, most senior teachers in private colleges and universities are not very familiar with the emerging subject of interpretation, which leads to the fact that courses related to interpretation can only be undertaken by new teachers who generally lack persuasive practical experience in the relevant interpretation industry. Second, fewer teachers in private colleges and universities obtain the professional qualification certificates for translation and interpretation, which also plays a negative role in maintaining and improving the level of teachers in a long term. Some interpretation teachers in private colleges and universities have not participated in any interpretation practice, or have not obtained any professional qualification certificate for translation and interpretation, which is also very unfavorable to the class teaching of interpretation. Third, interpretation teachers bear great pressures on teaching and scientific researches in colleges and universities. It is difficult for them to have opportunities to study abroad or to participate in research and study related to interpretation. As a result, their sustainable development has been greatly limited, and the discipline of interpretation is one that needs to keep up with the pace of social development. For example, the emergence of artificial intelligence and machine translation in the past two years has posed great challenges to the development and survival of interpretation teachers. Besides, there are many unreasonable aspects in the current evaluation and employment system of private colleges and universities. Especially for interpretation teachers who are constrained by the interpretation discipline with strong practical needs and weak theoretical needs, it is difficult to retain interpreters in the traditional mode of “thesis deciding professional rank and salary”.

C. Problems in Students

From the perspective of students, there are the following problems. First, it is a realistic problem that the quality of students of private colleges and universities is lower than that of public colleges and universities. The low quality of

students reflects a situation that the freshmen’s college entrance examination scores are not so satisfactory, especially in the subject of English. Many students who apply for the translation major have got less than 120 scores in English with full scores of 150, and even a certain number of freshmen have failed to pass the college entrance examination in English. The quality of students has a direct impact on teachers’ teaching and students’ learning, as well as the examination results and pass rate of the whole major. The interpretation major requires a high level of both English and Chinese, which undoubtedly sets high demand for students majoring in interpretation in private colleges and universities. Second, interpretation majors in some private colleges and universities have no access to interpretation in their freshman and sophomore years, so they obviously lack interests and it far exceeded their ability when they study interpretation in their junior year. Many students are unable to complete the listening and distinguishing part of the interpretation, let alone the “interpreting” part. Third, the single classroom teaching mode and the insufficiency of evaluation mode also affect the results of interpretation class teaching to some extent. On account of insufficient student level, many teachers can only ask students to recite after class, and check the recitation of interpretation passages in class, which actually goes against the scientificity and rationality of interpretation teaching.

III. ANALYSIS ON THE CORRESPONDING MEASURES OF INTERPRETATION TEACHING REFORM IN PRIVATE COLLEGES AND UNIVERSITIES

Under the background of transforming to an applied one, based on the above problems, the reform of interpretation teaching in private colleges and universities should start with college policies, teachers’ own development, and students’ problem solving, establish sustainable and forward-looking training objectives to meet the market’s demand changes and requirements, cultivate students’ commonalities and characteristics, emphasize the application of skills and practice, and increase students’ professional ability.

A. College’s Responses to Teaching Reform

The college has played a leading role in the reform of interpretation teaching in private colleges and universities. Policies and atmosphere of the college will greatly affect the quality of school-running. From the perspective of the college, first of all, it should employ expert or teacher teams who are familiar with interpretation and English to formulate reasonable training programs for the development of interpretation majors of private colleges and universities as required by the Ministry of Education. The college should not and should not be allowed to copy other colleges’ training programs. Due to the big differences in educational modes and experiences between private colleges and public colleges, it is necessary to study and investigate the characteristics of interpretation majors, learn from the development modes of interpretation major in private colleges and universities in our province or neighboring provinces, and develop a scientific training program with our own characteristics. The training program is like a guiding

light, determining students' learning objectives and direction for four years. Once deviations occur, the consequences are unimaginable. Second, the college should increase or continue its financial support to the teaching and research office of interpretation major in a planned way, which includes equipment purchases, software contract extension and supporting teachers' research and study. In particular, the college should strongly support the purchase of computer translation assistance software including simultaneous interpretation software. Outdated equipment or software can greatly affect the teaching of interpretation, and what teachers can do in this regard is very limited. Meanwhile, the college can encourage interpretation teachers to move from the "inside class" to "outside class", implement relatively feasible practices to replace the class teaching mode, break the traditional mode of "teacher speaking in class, students sitting down and listening", and create more real environment for teachers to teach.

B. Teachers' Responses to Teaching Reform

From the perspective of teachers themselves, first of all, as interpretation teachers, they should constantly receive new knowledge and improve their bilingual level, and at the same time keep sensitive to the development of the industry. This requires that interpretation teachers should not stick to the content of textbooks, but should look for more real cases as teaching materials. Second, teachers should actively participate in the examination of interpretation qualification certificates, explore the latest trends in interpretation certification, formulate relevant plans, encourage students to participate in qualification certification in class, and stimulate students' interests in learning. Besides, teachers should lead students to participate in the real interpretation site operation or perform simulation exercises, so that students can go out of the classroom, increase practical experience and improve practical ability. Third, teachers should also seize opportunities to take part in further studies related to interpretation, especially in cooperation with translation companies, so as to create conditions for students' practical training and lay a foundation for their development toward "double-qualified and double-capable" teachers.

The role that teachers play when facing students in teaching is also important. Teachers should enrich the diversified evaluation models of interpreting teaching class, and avoid some unscientific methods used by some institutions to conduct interpreting teaching with examinations. Teachers can adopt "week system" model to conduct innovative interpreting teaching class, such as formulating peer evaluation form for interpreting quality, building class groups and adopting the "double-teacher" model that invites foreign teachers to act as speaker and evaluator in English part of Chinese-English translation [2]. At the same time, teachers should also pay close attention to the students' learning situation and progress, and teach them according to their actual level, especially for students in private undergraduate colleges, to develop practical teaching plans and assessment models.

IV. CONCLUSION

Under the background of transforming to an applied one, the reform of interpretation teaching mode in private colleges and universities will not be accomplished overnight. The reform of interpretation teaching should always be in line with the needs of the market, actual situation of colleges and universities, basic requirements of teachers, and the cognitive learning level of students, and focus on improving students' learning efficiency and promoting teachers' career development [3]. The college should perfect the revision of training mode, create more favorable environment for teachers, advance the construction of "double-qualified and double-capable" teachers, and increase the investment in the hardware and software of interpretation teaching. Teachers of interpretation major should combine theory with practice, reasonably arrange the teaching practice of interpretation in accordance with the actual level of students while striving to improve their bilingual ability, cultivate skilled and applied interpreters who meet the needs of today's interpreting market, and make contributions to the development of China's foreign exchange and trade.

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