

An Exploration of the Teaching of Interpretation Courses for Translation Majors in the New Era Under the Cross-Cultural Context

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Abstract: Against the backdrop of China's active engagement with the global community and its rapid economic growth, translation education has assumed a pivotal role. It serves not only to facilitate international communication and mutual understanding, but also to enhance China's cultural influence in the world. Against the backdrop of initiatives such as the Belt and Road, the importance of translation education has become increasingly apparent. Translation courses are an integral part of English majors, requiring proficiency in the application of foreign languages as well as sound professional knowledge and intercultural communication skills. This paper explores the challenges and strategies in teaching interpreting courses, emphasizing the development of practical skills and academic preparation essential for graduates in diverse international settings.

Keywords: Exploration, interpretation courses, teaching, translation majors, new era, cross-cultural context

1. INTRODUCTION

In the context of China's active opening-up and economic development, translation education has taken on an important historical mission. By promoting the international spread of Chinese culture, translation not only promotes international communication and understanding, but also enhances China's cultural influence in the world. Especially with the deepening of the "Belt and Road" Initiative and the deepening of international cooperation, the value and significance of the translation education has become more prominent. Interpretation courses occupy a core position in the curriculum system of English majors. This course not only requires students to have a high level of comprehensive application of foreign languages, but also requires them to master a wealth of professional knowledge and cross-cultural communication skills. The teaching goal of the interpretation course is not only to improve the students' language expression ability, but more importantly to cultivate their ability to communicate effectively in a complex international environment.

First of all, the content of interpretation courses covers a wide range of fields, including international politics, economy, law and culture. The diversity and complexity of these contents require students to have high cognitive ability and quick reaction ability. In addition, the interpretation course also emphasizes practical training, through the simulation of real interpreting scenes, so that students can continuously improve their interpreting skills and adaptability in practical operation. Secondly, the interpretation course plays an important role in the formation of students' professional knowledge and skills and graduates' ability. Through systematic training, students can not only improve their language expression and information processing abilities, but also develop critical thinking and cross-cultural communication skills. These skills are crucial to their future career development, whether in international conferences, business negotiations, or cultural exchanges.

In order to improve the teaching effect of interpretation courses, schools can take various measures. First, experts with

extensive interpretation experience can be invited to give lectures and workshops to share practical experience and skills with students. Secondly, modern scientific and technological means, such as interpretation training software and online simulation platform, can be used to provide students with rich practice resources and feedback mechanisms. Moreover, students can be organized to participate in interpretation competitions and internship programs at home and abroad to enhance their practical experience and self-confidence. In terms of teaching methods, case teaching method and task-based teaching method can be adopted to help students master interpreting skills in practice through specific interpreting cases and tasks. For example, teachers can design a variety of situational simulations to allow students to practice interpreting in real situations and improve their practical operation ability. At the same time, it can also promote cooperation and communication between students through interactive forms such as group discussion and role play, and jointly explore and solve problems in the process of interpretation.

2. THE PROPOSED METHODOLOGY

2.1 The Problems in Interpretation Teaching

The education of translation majors in China started relatively late, and the translation majors in many universities were developed from the original English major. Therefore, the interpretation courses in some universities were not redesigned, but directly inherited the settings of the original English major. This practice has led to the lack of systematic content arrangement of interpretation courses, the lack of effective connection between different interpretation courses, the independence of teachers from each other, and even the phenomenon of repeated and meaningless content. According to the author's survey, students of translation courses in some local undergraduate colleges reported that despite the language training in the first two years, they still have many problems in listening discrimination, oral expression and encyclopedic knowledge, which makes it difficult to carry out bilingual translation smoothly. Especially in the interpreting

course, students generally feel that it is difficult. When the students' bilingual conversion ability has not yet reached a certain level, if these local universities still consider the training of professional consecutive or simultaneous interpreters as the goal of the interpreting course, it is neither in line with the real needs nor reasonable. Therefore, it is necessary to deeply reflect and adjust the interpreting course to ensure that it can effectively meet the learning needs of students and the actual needs of the market.

In order to improve the quality and effect of interpreting education, the following measures can be taken:

1. Optimize and then reconstruct the overall structure of interpreting courses to ensure the organic connection between various interpreting courses and form a clear teaching path and system.
2. Strengthen the construction and management of the teaching team, introduce professionals with rich practical experience, and improve the teaching level and teaching methods of teachers through regular training and exchange activities.
3. Promote modern teaching technologies and tools, such as voice recognition software, real-time translation equipment, etc., to improve students' interpreting practice ability and ability to deal with complex scenarios.
4. Establish a sound evaluation and feedback mechanism, regularly evaluate and investigate the teaching effect of interpreting courses, and timely adjust and optimize teaching content and methods according to feedback results to ensure the continuous improvement and development of interpreting education.

2.2 The Cross-cultural Context in the New Era

In today's new global environment, intercultural communication is no longer limited to a specific region or country, but covers the global multicultural area. In this context, intercultural communication is not only a matter of language learning and communication skills, but also a challenge of understanding and respecting the language usage rules, social conventions, and cultural mindsets of different cultural backgrounds. Three major issues are summarized as follows:

1. Intercultural communication faces the challenges of diversity and complexity. There can be huge differences in language expression in different cultural backgrounds, which include not only differences in grammar and vocabulary, but also the occasions for language use and norms of social interaction. For example, in some cultures it may be considered rude to express personal opinions directly, while in other cultures it may be considered honest and straightforward.
2. Effective cross-cultural communication requires the cultivation of cross-cultural awareness and sensitivity. This is not simply a matter of mastering the language, but also of understanding cultural differences and responding flexibly in actual communication. Cross-cultural awareness includes the recognition, respect, and tolerance of cultural diversity, which helps individuals build effective communication bridges in cross-cultural environments.
3. The cross-cultural context of the new era encourages language education and research to develop in a more open and comprehensive direction. Educators and researchers need

to focus not only on language learning and use per se, but also on the deep interaction between language and culture. In teaching practice, learners can be helped to fully understand and flexibly use the diversity of language by introducing real intercultural scenarios and case studies.

2.3 The Suggestions for the Teaching Activities

In English major interpretation courses in China, students are usually required to have English proficiency equivalent to the level of College English Test Band 4, which means that they already have certain skills in the basics of interpretation. However, current students often lack sufficient ability to support high-quality interpretation activities because they do not understand interpretation well enough and lack professional training. Many students lack professional knowledge of interpretation and have never received relevant professional training before taking interpretation courses. In addition, students do not have enough understanding of the "Chinese-specific vocabulary" that often appears in interpretation, and their awareness and basic knowledge of China's economic and social development are also insufficient. Based on these learning status quos, the teaching objectives of English major interpretation courses are divided into knowledge objectives, ability objectives and quality objectives. Knowledge objectives focus on content related to the subject of interpretation, especially knowledge about China's economic and social development, aiming to expand students' knowledge. Ability objectives include mastering interpretation principles, strategies and skills to improve students' bilingual and language-related abilities. The course evaluation system includes formative evaluation, performance evaluation and outcome evaluation. Formative evaluation focuses on students' online learning performance and classroom performance, such as MOOC viewing records and test scores, participation in class discussions and performance in interpretation exercises. Performance evaluation focuses on students' performance in extracurricular interpretation simulations, including dialogue interpretation and English-Chinese and Chinese-English interpretation. Suggestions and measures for interpretation course reform include integrating actual interpretation projects to achieve a comprehensive closed loop of interpretation teaching. In addition, connect with academic competitions, improve the connection mechanism between courses and competitions, enhance competition training and management systems, and motivate learning through competitions. Finally, organize planned teaching seminars, optimize course design and online services, summarize teaching achievements, and provide intellectual support for the development of foreign language and translation disciplines.

3. CONCLUSION

The teaching of interpreting courses in China faces multiple challenges resulting from historical academic transitions and varying levels of student preparedness. Addressing these challenges requires a strategic approach that includes curriculum restructuring, faculty development, and the integration of modern teaching technologies. In addition, fostering intercultural awareness among students is essential for effective communication in today's globalized world. By implementing these measures, interpretation education can better meet the needs of both students and the evolving marketplace, ensuring continuous improvement and relevance in the field of translation studies.

4. REFERENCES

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