

# *An Empirical Study on the Effectiveness of Interpreting Teaching Based on the Training of Applied Talents*

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**Abstract:** Interpreting talents play an increasingly critical role in the economic and social development. Applied interpreting talents generate positive effects in our country's education and cultural transmission. However, the comprehensive quality of interpretation staff still needs to be further improved. Some translators in the whole process of interpreting or engineering data translation are not very solid in professional skills, lack of on-the-scene communication ability, and have shortcomings in knowledge, which leads to low efficiency and poor practical results. Therefore, it is necessary to reform and innovate the teaching mode of interpreting personnel, and build the teaching mode of interpreting talents according to the requirements of applied talents to improve the comprehensive quality of interpreting staff.

## 1. Introduction

The development trend of artificial intelligence technology is rocketing, but at this stage, it cannot bear the vast majority of the content of interpretation themed activities. Therefore, it is more necessary for interpretation learners to fully grasp their own professional knowledge at the same time, and use artificial intelligence technology to bring better language translation services to guests. The classroom teaching of interpretation should keep up with society, change the traditional cramming or single training method, and design a more reasonable teaching method for learners.

## 2. Training objectives of applied interpreting talents

At present, with the continuous development of economic globalization and China's economy, the development of modern science and technology and information technology is faster and faster, and the exchanges and cooperation between the international countries in the fields of treatment, economy, culture, sports and business and other countries are becoming closer and closer, and more and more Chinese people frequently go abroad to visit, study, participate in international conferences and academic conferences.

The Outline of the National Medium - and Long-Term Education Reform and Development Plan (2010-2020) points out that higher education should optimize its structure, move out of characteristics, and focus on expanding the scale of application-oriented, composite and skilled personnel training. The Ministry of Education's "Several Opinions on Further Strengthening Undergraduate Teaching in Colleges and Universities" clearly puts forward the main tasks of

undergraduate teaching in the future: “Focusing on the needs of the country’s development and the all-round development of the people, we will adhere to the coordinated development of knowledge, ability and quality, deepen teaching reform, pay attention to the cultivation of ability, and strive to improve the learning ability, practical ability and innovation ability of college students, and comprehensively promote quality education.”

Personnel training can be divided into academic type and application type. Academic talents are mainly engaged in high-level research, focusing on theory. The applied talents mainly carry out a lot of practical work, focusing on application ability and compound ability. According to the current development situation of Luoyang, it is urgent for colleges and universities in Luoyang to train a group of interpreters who understand the situation of Luoyang and have excellent interpreting ability to promote Luoyang culture. Based on the requirements of the Outline of the National Medium and Long Term Education Reform and Development Plan, the country has prioritised the training of applied talents. Luoyang Institute of Technology has kept pace with the times, devoted itself to teaching reform, and taken the construction of a high-level applied university with distinctive characteristics as its goal.

At present, international and domestic well-known enterprises have released automatic translation equipment, and its voice recognition technology level and accuracy have been greatly improved, and in many cases, more accuracy can be achieved. This shows that artificial intelligence technology machine translation has gradually moved into the commercial service sales market, into daily life, and their penetration into the language expression industry is getting deeper and deeper. There are many signs that the current interpretation teachers should integrate themselves into the changes of social progress, think deeply, work hard in scientific research, study and training, and constantly improve their interpretation teaching, so as to encourage future excellent interpreters to solve this challenge.

### **3. Practical problems in the training of interpreting talents**

In the classroom interpreting teaching, the immediate way to improve the interpreting ability of talents is practical practice. In the whole process of shaping senior interpreter talents, the good ways in some colleges and universities in China are worthy of reference. There are about three kinds of classroom teaching modes of interpretation adopted by most colleges and universities:

They are traditional interpretation teaching mode, thematic interpretation teaching mode and multimedia interpretation teaching mode [1]. The current situation of the training mode of interpreting talents in China is that some universities adopt the traditional teaching mode of interpreting, some universities adopt the theme-based teaching mode of interpreting, but most universities adopt the multimedia teaching mode of interpreting.

First, the traditional classroom teaching of interpretation consists of the teacher reading aloud and relevant raw materials in class, or the tape carefully selected by the teacher playing the video, the students quickly memorizing and translating the main content, and then the teacher evaluating and analyzing the students' answers, which can be summarized as "teacher + student + textbook content, tape, radio recorder, pencil". Under these teaching methods, every student in the class has the opportunity to participate in oral English practice, which is conducive to teachers to carry out reasonable and effective manipulation of classroom content and teaching plan, but its insufficiency depends on the failure to build a truly fresh actual situation and atmosphere in the classroom, and the communication between students is also ignored.

Second, thematic interpretation teaching is a teaching mode in which interpreting materials with different themes in various fields and industries of the society are used as the main line of lesson training. This model of interpretation teaching uses a variety of female topics, such as education, religion, population, employment, agriculture, environment, science and technology, sports, tourism, health and other interpreting materials to carry out teaching, which is both informative and practical.

This interpretation teaching method mainly focuses on the teaching and accumulation of language knowledge, aiming to expand students' knowledge and social contact, but it is easy to stop at the question sea tactics, and cannot fully exercise and improve students' interpreting skills.

Third, multimedia interpretation teaching means that teachers use multimedia contemporary teaching methods in interpreting teaching to create a real natural environment of teaching atmosphere. "The integration of Internet and multimedia in interpreting teaching is an indispensable part of the technical development trend of modern English teaching." This kind of new teaching method means that when teachers present teaching content according to the provisions of the course content, they fully and easily use the Internet, teaching mobile software, teaching courseware and other related news media, so as to turn classroom teaching into an indoor space for interpretation practice that takes into account sound, image, picture, text, emotion, environment and other elements. Therefore, the overall teaching has become a platform teaching process which includes three experiences of auditory system, feeling and visual effect, and has the characteristics of interface main performance and sound resonance point [2]. On one hand, the application of multimedia in interpretation teaching helps teachers to present their own novel teaching design ideas and creative teaching arts. They can explore and create more interactive, random and unique interpretation training methods different from the traditional passive methods in the continuous development of the whole teaching process. Then complete the rational allocation of teachers, students, textbook content and teaching methods. On the other hand, because the interpretation teaching with the participation of the Internet and multimedia provides students with a new natural language environment for the interaction of visual effects, auditory system and perception, some favorable changes have taken place in the learning content, methods and learning psychology of the interpreters. This kind of cultivation of natural environment atmosphere has an effect that traditional teaching methods cannot solve in the process of students' training and imitation of the language expression.

All in all, interpretation teachers can make classroom teaching content more colorful according to the application of multimedia resources such as the Internet, and make use of images, movies, environments, songs and other content that multimedia can provide. The professional knowledge of language, the characteristics of social development and culture taught by the experts can be concretized and clearly displayed in front of the students, so as to build a lifelike natural environment of language and a classroom atmosphere that can communicate freely, which not only enhances the personal quality and cultivation of interpretation students, but also improves the actual effect and quality of classroom teaching. It can be said that the use of multimedia technology makes the leading role of teachers in teaching more active and full play.

#### **4. Teaching content of interpretation based on the training of applied talents**

The current research on the cultivation of interpreting talents in China involves the following points: (1) Research on the purpose and meaning of interpreting cultural education, including the relationship and difference between teaching translation and translation teaching, the change from interpreting learning and training to interpreting cultural education, the standards, methods and components of interpreting cultural education, etc.; (2) Interpretation teaching research, including interpretation professional positioning, course content, teaching methods and teaching methods. Research on teaching reform and innovation, construction of teachers; (3) The study of interpretation teaching and training mode has produced the traditional teaching/training mode of teacher + student + textbook content/tape/audio + pencil. The theme-based teaching/training mode of interpretation class and skill training intersects each topic, with skill training as the key. Language rehabilitation training, professional knowledge acquisition, cross-cultural communication skills and other auxiliary interpreting teaching/training model; (4) Research on the employability of interpreters. We think that social development must be a compound learning organization, excellent style and skilled translation between Chinese and foreign languages [3]. We clearly put forward that

interpreters must have six qualities: flexible use of oral English, extraordinary recall and rapid memory ability, accumulation of profound professional knowledge, fluent language expression ability, excellent personal quality and scientific, reasonable and strict working attitude. The ability to solve diverse work, interpersonal communication and negotiation skills, resilience and the ability to solve difficulties have gradually been highly valued.

## **5. Interpretation teaching models based on the training of application-oriented talents**

### **5.1 Gill model and Xiamen University model**

Gill model is an interpretation practice model basically realized in the entity model of cognitive ability load mentioned by Professor Gill. In addition to explicitly proposing a “cognitively loaded entity model” for simultaneous and consecutive interpreting, It is also pointed out that  $C=KL \text{ ten EKL ten A}$  (Comprehension=Knowledge of Language ten Extra one linguistic knowledge+Analysis, that is, understanding = linguistic knowledge+ extra-linguistic knowledge+ analysis), It is also emphasized that the mastery of interpreters is not the simple summation of KL and EKL, but the result of their interaction [4]. This model shows that if you want to be an interpreter, you need to understand the relevant knowledge of the topic discussion in addition to having language knowledge. In the application of classroom teaching and practice for excellent interpreters, teachers should make interpretation students realize that the understanding of foreign languages is actually the whole process of analyzing and handling language-bearing information, and according to this whole process, they should carry out creative language-themed activities with the learned language enterprises, so as to achieve the purpose of understanding and communication. Gill model for the interpretation of classroom teaching or training curriculum content, the cultivation of educational resources, teaching strategies and interpretation methods all have very practical guiding significance. Xiamen University model is developed and strengthened on Gill model, but compared with Gill model, it is more macro-economic. The key is to practice methods and post rules, and at the same time, it pays attention to the understanding of linguistic and extra-linguistic knowledge, context analysis, cross-cultural communication factors analysis, and the recombination of linguistic information and knowledge in the whole process of interpreting. This paper emphasizes the necessity of method in the whole process, which has a strong guiding significance for the content, mode and course content of classroom teaching of interpretation. On the basis of this model, each region, each institution or each field can develop scientific and reasonable training content and methods according to their actual situation.

### **5.2 Microteaching interpretation training model**

Microteaching interpretation training model is an interpretation teaching method under the specific guidance of microteaching. The key concept is to subdivide the complicated teaching process into a single professional skill, and then carry out the learning and training one by one [5]. Microeducation brings feasibility analysis on basic theories, methods and special tools, which is a teaching strategy that provides students with a natural training environment by using intelligent classroom teaching methods under the specific guidance of constructivist theoretical teaching concepts, simplifies the complicated daily teaching classes, and enables practitioners to get a lot of feedback. In the whole process, learners produce a certain cognitive structure according to concentrated learning, promote the assimilation and adaptation of learning content (or method) and the transfer of understanding according to the observation of learning content and continuous practice, and finally improve the perceptibility and transmission efficiency of learning and training information content. In the interpretation classroom teaching and practice, the facilitator can design the whole process of microteaching interpretation practice according to the whole process, achieve the overall goal of improving learners' ability and quality based on concentrated learning and

professional skill analysis, improve the purpose of classroom teaching and learners' strengths and weaknesses according to the discussion of the working group, and make up for their weaknesses according to the continuous and repeated demonstration (video, audio, etc.). On-the-spot Improve learners' overall image cognition of technology, improve learners' objective mastery of technology according to the reminders, specific guidance and supporting facilities materials in the process of test operation, and continuously improve learners' grasp of a certain skill training according to recycling. This method is conducive to dissolving the complicated whole process of interpreting into a single professional skill of interpreting, and achieving the purpose of learning and training based on continuous practice and feedback, which has a strong guiding role in the design of actual interpreting teaching plans and the reform of teaching methods, and is conducive to improving the enthusiasm, sense of accomplishment and satisfaction of interpreting learners. It is also beneficial to shape learners' diligent observation, good observation ability, and their ability to digest and absorb other people's interpreting experience.

### **5.3 Trade dispute arbitration scenario model**

Under the guidance of the teacher, the interpreter training takes the specific trade negotiation methods of the trade negotiation parties as reference. The trainees can play the roles of the arbitrator, the criminal defense lawyer, the two defendants of the case, the shipping party and other participants in the lawsuit, and simulate the case in which the arbitrated trade products suffer heavy losses in the process of ocean transportation in China. In the simulation of arbitration scenarios, we should pay attention to the following: First, the simulation of arbitration scenarios is the same as daily life, and we should pay attention to the real practical effect. The basic principles of translation are faithfulness, expressiveness and elegance. In the arbitration process, due to the different cultural and professional knowledge environment of each other, the interpreter should have the function of identifying the cultural characteristics of the speaker to prevent the difference caused by the explanation of the arbitration statement, and pay attention to the obstruction of language communication between the defendant and the arbitration officer, and in the necessary process, it can "reflect to the arbitration officer, and be expressed or dealt with by the arbitration officer". Second, it is necessary for translators to master some laws and regulations in court practice. Legal knowledge means that translators should be familiar with and grasp the basic legal provisions of relevant laws and regulations, familiar with the operation process of laws and regulations and the operation mode of arbitration procedures. After receiving the daily task of arbitration interpretation, translators should check the legal provisions related to the arbitration. Before interpretation, it is also necessary to refer to many written documents related to arbitration, such as written inquiry records, defense opinions and awards. Third, interpreters who simulate arbitration need to strengthen psychological quality training. The interpretation work itself is full of work pressure, and the arbitration scene is anxious, violent, dignified and serious. The two characteristics add up to each other, and it is unnecessary to say that the work pressure of the interpreting staff is great. The prosecution and the defense in the arbitration of dispute cases are often emotional with each other, and sometimes they will see or hear unreasonable direct evidence or testimony in the arbitration process. In such cases, interpreters must be calm, and try to be objective and neutral when interpreting, so as to prevent their emotions and opinions from being mixed in.

### **5.4 Actual combat quality-training model**

Interpretation staff must not only have solid professional knowledge and professional quality, but also have excellent comprehensive qualifications. After laying a solid foundation for students' interpreting quality based on building a real on-site atmosphere, teachers must also design essential classroom teaching practice activities for students, such as appearance, posture and language expression ability, which can be practiced and evaluated by designing students' speeches, delivering

a speech and on-site interpreting at the reception. The construction of natural environment for language expression and the simulation of real on-site atmosphere by teachers is the early preparation work to cultivate and exercise students' comprehensive quality, and the link to lay a solid foundation for interpreting practice. The real purpose of classroom teaching is to use students' interpreting practice activities to complete the practice of various quality indicators of interpreting. According to the content of the course, students are assigned to act as press spokesmen and interpreters respectively. It must be noted that the length and difficulty of the speech content intended in these campaigns should be effective and moderate, and the materials translated by students can be slightly simplified to reduce their pressure on content work. And a lot of focus on being a public speaker should have good etiquette knowledge and living habits [6]. In addition, it can further improve the quality of students according to the comprehensive practical courses of social development. Practical activities Classroom teaching can select processing plants, organs and institutions, foreign units, can also choose a variety of external scenes to meet, including the announcement and informal, such as opening ceremony, leadership speech, company opening ceremony, reception of visiting groups and tour groups and concierge reception and other formal or informal foreign-related activities. In these themed activities, the specific instructor should pay attention to the different forms of expression in different places. For example, in real activities, the interpreter should not only pay attention to the accuracy and proficiency, but also be consistent with the language style, intonation and tone used by the speaker as much as possible. In some informal places, teachers should encourage students to translate on the spot and contingency, in order to achieve the best oral English practical effect.

## 6. Conclusion

Under the current background, it is imperative to construct the applied interpretation teaching. With accurate target positioning, interpretation teaching takes basic interpreting skills training as the core and practice as the main training method, strengthens the construction of relevant professional courses and interpreting-related courses by integrating the interpreting curriculum system, optimizes the teaching environment, and cultivates professional interpreting talents. The new teaching method and concept of interpretation course will cultivate practical interpreting talents who can serve local, social and government, so as to make greater contribution to the construction of "One Belt and One Road".

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