

Study on the Improvement Strategies of College Students' English Interpretation Ability

Hui Ma, Jiaqi Wu

Xi'an FanYi University, Xi'an, Shaanxi, China

Keywords: Improvement Strategies; College Students; English Interpretation

Abstract: This paper analyzes the necessity and importance of English interpretation ability cultivation, and puts forward an effective path for the cultivation of English interpretation ability. Under the guidance of the "Belt and Road" strategy, international cooperation has become increasingly frequent. Especially in recent years, with the deepening of China's opening up and economic globalization, international exchanges and cooperation in various fields have become more frequent. In such a background, the demand for professionals with international vision and strong interpretation ability is increasing. Therefore, cultivating talents with international vision, strong English interpretation ability and international communication consciousness has become an important content that cannot be ignored in English education in colleges. However, in the actual teaching, many colleges do not pay enough attention to the cultivation of college students' English interpretation ability, which leads to the poor educational effect.

1. Introduction

College English teaching is based on the development trend and social needs, which actively change the traditional English teaching concept, so as to promote the improvement of the comprehensive quality of college students. The cultivation of English interpretation ability is one of the important contents in the current college English teaching. With the deepening of international exchanges and economic globalization, the ability of English interpretation can not only directly affect the quality of translation activities, but also help Chinese enterprises and institutions to effectively deal with the language problems in various international exchanges and cooperation. Therefore, strengthening the cultivation of college students' English interpretation ability can not help students to successfully complete their academic tasks, but improve their international competitiveness. This part includes research background and research significance.

1.1 Research Background

With the continual improvement of China's international influence, the exchanges and cooperation between China and other countries in the world are increasing. In the context of the accelerating process of globalization, China is becoming more and more closely connected with other countries in the world. Therefore, it is particularly important to strengthen the cultivation of college students' English interpretation ability. With the deepening of China's education reform,

Chinese colleges to gradually take English teaching reform as one of the essential tasks^[1]. However, the traditional English teaching mode cannot meet the demand of the current society for talents. Therefore, colleges need to actively change their teaching ideas, innovate their teaching methods, and comprehensively improve the English interpretation ability of college students. At present, college English teachers need to constantly adjust their teaching strategies and methods to encourage students to give full play to their advantages and strengths, and fully display their language and cultural ability in translation activities. In addition, in this process, we should also actively cultivate students' consciousness of independent learning and innovative spirit, so as to promote the smooth development of college English teaching reform.

1.2 Research Significance

Nowadays, China's education is undergoing profound changes. With the increasingly frequent international exchanges, more attention has been paid to the cultivation of college students' English interpretation ability. In the background of the new era, English interpretation teaching is not only an important part of college education and teaching, but also a new subject. Therefore, by exploring effective English interpretation teaching methods, cultivating students' English interpretation ability can not only help students to successfully complete their academic tasks successfully, but also help students improve their comprehensive language ability and personal accomplishment^[2]. At the same time, strengthening the cultivation of college students' English interpretation ability is of great significance to the development of China's foreign exchanges and economic globalization. Therefore, strengthening the cultivation of college students' English interpretation ability in the new era plays an important role in improving China's language application ability in international communication and cooperation.

2. Characteristics of College English Education in the New Era

The main characteristic of college English education in the new era is to cultivate students' language ability, cultural accomplishment and cross-cultural communication ability. College English courses must carry out the goal of talent training and promote students' all-round development.

Firstly, college English education in the new era is an important way to improve students' language ability and cultivate their cultural literacy. College English courses aim to improve college students' language communication ability, cultural literacy and cross-cultural communication ability, cultivate college students' independent learning ability and innovative consciousness, and make them better adapt to the needs of social development. In this background, college English education should take language skills and intercultural communication ability as the main goal, and pay special attention to the cultivation of college students' intercultural communication consciousness^[3].

Secondly, college English course is one of the important ways to improve the comprehensive quality of college students. College English teachers should pay attention to the cultivation of students' comprehensive quality. In the context of the new era, college English teaching should not only focus on cultivating students' language skills, cultural literacy and cross-cultural communication ability, but also pay attention to improving students' understanding and analysis ability of current affairs, politics and social hot issues. In this case, teachers should pay attention to cultivating students' ability to obtain information, process information, analyze information and exchange information in English^[4].

Finally, with the development of society, the increasing quality and ability requirements of college students need to master more professional knowledge and skills in the process of learning,

including strong foreign language listening, speaking, reading and writing skills. At the same time, with the deepening of economic globalization and the increasingly frequent international exchanges and cooperation, college students should show themselves and show their Chinese wisdom and Chinese solutions on the international stage. In this case, English education in colleges also needs to further improve college students' understanding of the importance of foreign language learning, and pay attention to the cultivation of students' comprehensive foreign language quality and cross-cultural communication ability^[5].

Under the background of the new era, college English courses should constantly optimize the teaching mode and teaching method. In the teaching process, teachers should pay attention to the application of learning methods such as inspiring students' independent thinking, independent inquiry and cooperative learning. Teachers can stimulate students' independent learning ability and innovative consciousness by assigning classroom homework, holding special lectures and conducting group discussions. At the same time, teachers should encourage students to choose appropriate extracurricular reading materials to expand their knowledge, broaden their vision, and improve their comprehensive quality. In addition, college students should constantly improve their requirements on knowledge system and knowledge structure analysis and construction ability, independent learning ability and innovation consciousness in the process of college English learning. At the same time, college students should also cultivate their awareness and ability to solve practical problems in foreign languages and participate in international exchanges and cooperation. In this case, teachers should give full play to their own advantages to guide students to conduct independent learning and innovative practice activities.

3. The Necessity of Cultivating College Students' English Interpretation Ability

According to the actual situation of current English interpretation, the smooth interpretation process in language communication depends on the interpreter's comprehensive grasp and accurate expression of the obtained information. That is to say, interpretation is largely a process of language transformation. In order to improve the quality of interpretation, the interpreter must have high language literacy and strong strain ability^[6]. Therefore, in college English teaching, the cultivation and improvement of students' English interpretation ability is a problem that cannot be ignored. To some extent, the ultimate goal of foreign language learning is to cultivate students' ability in oral expression. Therefore, in order to really improve the level of English interpretation, it is necessary to improve students' learning and understanding of English language and cultural knowledge. Only when students have strong language ability and cultural literacy, can they be comfortable in cross-cultural communication and truly improve their comprehensive English application ability.

3.1 Cultivating students' English Thinking

English thinking refers to the way of thinking that analyzes, reasons, and judges English as a second language. It includes the systematization, accuracy and flexibility of English thinking. Therefore, in English interpretation, the interpreter should accurately grasp and judge the difference between the source language and the destination language, and summarize and summarize the information between the source language and the destination language, so as to make the interpretation process more targeted and flexible^[7]. With the continuous development of global economic integration, the importance of English language in international communication is becoming increasingly prominent. In English teaching in colleges, in order to effectively cultivate students' English thinking ability, it is necessary to design and implement the teaching through a variety of teaching methods, so as to effectively improve students' comprehensive English application ability.

3.2 Improving the Understanding of Cultural Background

Language and culture are closely related. Depending on comprehensively understanding of the culture, we can better conduct cross-cultural communication. At present, a prominent problem is to ignore the cultivation of cross-cultural communication ability, especially the cultivation of students' cross-cultural communication consciousness and cross-cultural communication ability. In tradition, teachers often pay attention to the teaching of language knowledge such as vocabulary and grammar, but ignore the teaching of students' language and cultural background knowledge. In order to further improve language ability and cultural literacy, English teachers must guide students to understand the political, economic, social and other knowledge and cultural background of western countries, so as to improve their cross-cultural communication awareness.

3.3 Enhancing Students' Expression Ability

In the trend of globalization, the communication between China and other countries is becoming more and more frequent, which puts forward higher requirements for oral English expression ability. However, from the actual situation of English teaching in colleges, students have many problems in oral English expression. For example, many students have poor oral expression ability to express the information they understand in English; some students have grammar errors and pronunciation errors. In this regard, it is necessary to strengthen the cultivation and improvement of college students' oral English expression ability, so that they can correctly use English for oral expression in their daily life. Therefore, it is of great significance to strengthen the cultivation and improvement of college students' oral English expression ability.

4. Strategies to Improving English Interpretation Teaching

In order to further improve the teaching quality of English interpretation for college students, teachers should base on the actual learning situation of students and formulate teaching strategies based on curriculum design, teacher training, students' learning style and teaching evaluation system.

4.1 Student-centered Curriculum Design and Teaching Methods

Under the social background, the teacher-centered characteristics of the traditional English interpretation teaching mode have changed. However, teachers are still the leaders and participants of course teaching, and they still need to undertake teaching tasks and teaching objectives, which requires college teachers to fully respect the subject position of students in the teaching process and regard students as the masters of learning. Specifically, in the course of course design, teachers should design the course content according to the actual situation and needs of students, and pay attention to the combination of English interpretation knowledge and skills with other knowledge and skills. At the same time, teachers should also respect students' personality differences and learning needs, and encourage students to actively participate in the course design process.

4.2 Improving Teaching Ability in Teacher Training

In the process of English interpretation teaching, teachers should not only pay attention to the improvement of their professional quality, but also constantly strengthen the study and research of theoretical knowledge and skills related to English interpretation. Especially in the current deepening of educational reform, teachers should give full play to their leading role in teaching, and

constantly improve their mastery of new knowledge, new technology, new skills and other aspects. Therefore, colleges should develop scientific, reasonable, targeted and effective training plans, especially for the English interpretation course^[8]. Through training activities, teachers can improve their mastery of English interpretation knowledge and skills as well as their ability to apply interpretation teaching methods and means.

4.3 Exploring Independent Students' Learning Mode

College students usually show the characteristics of diversification, personalization and autonomy in the learning process. Therefore, in the process of English interpretation teaching, we should fully respect students' personalized and independent learning methods, so as to provide students with more opportunities for independent learning and practice.

In the current teaching process of English interpretation in colleges, teachers should choose the teaching contents flexibly according to the actual situation of students. Specifically, teachers should give full consideration to students' oral English level and acceptance ability in the teaching process. For the students with poor foundation, teachers should adopt the teaching method of intensive teaching and more practice, and pay attention to the combination of theoretical knowledge with practical operation. For example, when teaching interpretation skills, you can first introduce some theoretical knowledge of interpretation, and then consolidate the theoretical knowledge through a lot of interpretation exercises. For students with a good foundation, teachers can choose some classic interpretation materials for teaching. At the same time, we should pay attention to the diversity, hierarchy and flexibility when choosing the teaching content. For example, when teaching discourse analysis, we can select some articles related to different themes, genres and themes to explain and analyze, select some typical interpretation exercises to explain and analyze, and select some words with different topics to explain and analyze. In addition, teachers should also pay attention to the selection of teaching content according to the actual needs of students, such as some activities such as English-Chinese translation, English-Chinese comparison and English-Chinese translation and simulation dialogue activities.

4.4 Personalized Learning Opportunities for Students

Teachers should provide personalized learning opportunities for students, so that they can choose suitable teaching methods according to interests. In the course design, teachers can use electronic devices and network platforms to provide students with more free learning and practice, so as to meet students' needs. For example, teachers can encourage students to choose different learning content, such as some course content related to translation skills and methods. At the same time, teachers can also improve students' interest through some extracurricular activities, so that students can choose suitable learning content according to their own situation. In addition, teachers should also pay attention to students' personalized needs, and design teaching activities according to different students' personality and learning ability. In the teaching process, teachers can organize group cooperation, independent inquiry and group competition to enhance students' interest and practical ability.

4.5 Emphasizing Process Evaluation in Teaching Evaluation System

In English interpretation teaching, the traditional evaluation system emphasizes teacher-leading, classroom teaching as the main form and final examination as the evaluation standard. Therefore, teachers should actively establish a diversified, multi-level and all-round evaluation system, so that students can give full play to their own subjective initiative and creativity in the process of

interpretation learning.

Respect students' personalized and independent learning methods, and provide students with more practical opportunities. For example, teachers can carry out interpretation activities to stimulate students' interest in learning, and improve students' comprehensive literacy through simulated interpretation activities, such as role playing, group discussion, cooperative learning, etc. In this way, it can not only cultivate students' comprehensive English application ability and cooperative communication ability, but also effectively improve students' language expression ability and interpretation practice ability.

The evaluation system focuses on promoting the comprehensive development of students. Under the background, colleges should build a scientific, reasonable, targeted and effective evaluation system based on the basis of talent training objectives and curriculum construction requirements. As an important part of the foreign language teaching system in colleges, the evaluation system of English interpretation teaching should also be centered on promoting the comprehensive development of students.

5. Summary

The cultivation of English interpretation ability is an important way for college students to cultivate their international vision and improve their comprehensive quality. By carrying out the interpretation ability training course, teachers can use the teaching time to introduce the opportunity of interpretation practice, cultivate students' interpretation awareness and habits, so that they can be exposed to a lot of interpretation practice. In addition, it is also an important way to encourage students to participate in various international communication activities. Focusing on college English teaching to improve students' English interpretation ability can not only help students adapt to the needs of international communication and cooperation, but also effectively improve students' awareness of international communication and comprehensive literacy.

References

- [1] Xu Kexin, Zhang Lei. *Empirical study of interpretation courses based on Learner needs analysis [J]. Language and Translation*, 2022 (2): 60-65.
- [2] Wang Dan. *Teaching of interpretation skills: from ideas to the classroom [J]. Asia-Pacific Interdisciplinary Translation Studies*, 2021 (1): 223-235.
- [3] Yin Yan. *Interpretation ability and language ability—On the orientation of basic interpretation teaching in undergraduate course [J]. Journal of Nanchang Institute of Education*, 2012, 27 (12): 167-168.
- [4] Ouyang Dongfeng. *Review of Chinese Translation in 2010 [J]. Language and Translation*, 2011 (2): 47-54.
- [5] Shu Fei. *Research and teaching strategies of interpreting listening and memory problems [J]. Journal of Guizhou University (Social Science edition)*, 2011, 29 (6): 97-102
- [6] Li Mengli. *Validity holistic view and interpretation test [J]. Journal of Beijing International Studies University*, 2012, 34 (4): 59-63
- [7] Chen Haitao. *Study on the development of interpretation ability among English major students [J]. Journal of Anhui University of Technology (Social Science edition)*, 2014, 31 (1): 93-94.
- [8] Zhou Dandan, Guo Xinlin. *Research on the use of vocabulary compensation strategies in English majors [J]. Chinese Foreign Language*, 2014, 11 (4): 54-60.