

Exploration of Strategies for Eliminating Chinese Thinking in English Oral Interpretation Teaching

Ma Hui

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

Keywords: English Interpretation, Eliminating Chinese Thought Patterns, Higher Education, Teaching strategies

Abstract: In the teaching of English interpretation in universities, eliminating Chinese thinking is an important teaching strategy aimed at helping students establish the habit of thinking directly in English, thereby improving the accuracy and fluency of interpretation. This article delves into the necessity of eliminating Chinese thinking and explores specific strategies for enhancing English interpretation teaching, including the creation of a language environment, the transformation of thinking patterns, and the innovation of teaching methods. The implementation of these strategies will help students better use English thinking in interpretation practice and enhance their interpretation abilities.

1. Introduction

With the development of globalization, English interpretation plays an increasingly important role in international communication. As an important base for talent cultivation, the quality of English interpretation teaching in universities is directly related to the future career development of students. However, due to significant differences between Chinese and English in grammar, vocabulary, and expression, students often suffer from interference from Chinese thinking during the interpretation process, leading to a decline in the quality of interpretation. Therefore, how to implement strategies to remove Chinese thinking in English interpretation teaching has become an urgent problem to be solved.

2. The Necessity of Eliminating Chinese Thinking

2.1 Improving the Accuracy of Interpretation

In the process of English interpretation, the practice of eliminating Chinese thinking plays a crucial role in improving the accuracy of interpretation. Due to significant differences between Chinese and English in grammatical structure, expression habits, and vocabulary meanings, if the interpreter relies too much on Chinese thinking during interpretation, it is easy to lead to misinterpretation or omission of information^[1]. By abandoning the interference of Chinese thinking, students can more accurately grasp the meaning of the original English sentence, thus accurately conveying information during interpretation and reducing errors caused by language conversion. Eliminating Chinese thinking helps students directly understand the subtle differences and implied

meanings in English, which may be lost when directly translated into Chinese. For example, some idioms or slang in English may not be able to accurately convey their original meaning if directly translated through Chinese thinking. By cultivating the ability to think directly in English, students can understand the internal logic and cultural background of these expressions more deeply, so as to make more appropriate statements during interpretation.

2.2 Enhancing the Fluency of Interpretation

Eliminating Chinese thought patterns not only enhances the accuracy of interpretation but also significantly improves its fluency. When students frequently switch between English and Chinese during translation, it inevitably affects the coherence and speed of their interpretation^[2]. By cultivating the habit of thinking directly in English, students can understand and transform English sentences more swiftly, reducing pauses and hesitations during the translation process, thereby improving the fluency of interpretation. Moreover, eliminating Chinese thought patterns helps students better grasp the rhythm and cadence of English, making their interpretation output more natural and authentic. In interpretation practice, fluency is not only related to the efficiency of information transmission but also affects the listening experience of the audience and the professional image of the interpreter. Therefore, by abandoning the constraints of Chinese thought patterns, students can complete interpretation tasks more confidently and fluently.

2.3 Cultivating an International Perspective

In the context of globalization today, the demand for talents with an international perspective is increasingly prominent. As an important strategy in English interpreting teaching, thinking in Chinese language not only helps improve students' interpreting skills, but also cultivates their international perspective unconsciously^[3]. By thinking and understanding directly in English, students can gain a deeper understanding of the culture, values, and social customs of English speaking countries, thereby enhancing their cross-cultural communication skills. The cultivation of this ability not only helps students better adapt to the international environment, but also has significant implications for their future career development and international cooperation. In a diverse global environment, talents with an international perspective can better understand and respect different cultures, communicate effectively, and solve problems. Therefore, thinking in Chinese is not only a necessary means to improve interpreting skills, but also a key way to cultivate students into internationally competitive talents^[4].

3. Implementing Teaching Strategies for Removing Chinese Thinking

3.1 Creating an English Language Environment

3.1.1 Strengthening Classroom English Communication

In English interpretation teaching, teachers should deliberately create a pure English communication environment. In the classroom, teachers and students should try to avoid using Chinese as much as possible, and instead communicate in English throughout the entire process. This approach not only exercises students' listening skills, but also forces them to use English when answering questions or expressing opinions, thereby enhancing their English speaking abilities. Through continuous English communication practice, students can gradually get used to and enjoy communication and expression in an English environment, which is crucial for thinking in Chinese^[5].

3.1.2 Diversifying English Listening Materials

In order to help students become familiar with various ways of expressing themselves in English, teachers should provide rich and diverse English listening materials. In addition to traditional English news, various resources such as podcasts, professional lectures, and documentary soundtracks can also be introduced. These materials can expose students to English with different speech rates, accents, and contexts, thereby cultivating their English language sense and sensitivity to different expressions^[6].

3.1.3 Enhancing English Application Ability Through Practical Activities

Encouraging students to actively participate in various English practice activities, such as English corners, international exchange activities, etc., is an effective way to enhance their English application ability. In these activities, students need to engage in real-time communication with people from different cultural backgrounds, which not only tests their interpreting skills but also exercises their cross-cultural communication abilities. Through practice, students can use English more freely and further consolidate the achievements of thinking in Chinese.

3.2 Transforming Thinking Patterns

3.2.1 Cultivating Direct Thinking in English

Teachers should focus on guiding students to think directly in English in interpreting teaching. This means that when translating between English and Chinese, students should try to avoid the practice of first translating English into Chinese and then translating Chinese into English. To achieve this goal, teachers can use a large amount of interpreting practice to help students gradually become accustomed to understanding and expressing themselves directly in English through practice.

3.2.2 Reducing Dependence on Chinese Language

Cultivating students' habits of direct understanding and expression in English is a crucial step in promoting Chinese thinking. Teachers can exercise students' quick reaction and English expression abilities by designing specific interpreting tasks, such as impromptu speeches, on-site interpreting, etc. This kind of practice helps students gradually reduce their dependence on Chinese during the interpreting process and improve their ability to think directly in English.

3.2.3 Establishing an English Thinking Model

By extensively reading and mastering English grammar structures, students can gradually establish English thinking patterns. Teachers should encourage students to extensively read different types of English materials such as original English works, news reports, academic papers, etc., in order to increase their English input. At the same time, through in-depth learning and understanding of English grammar structures, students can use English more accurately to express themselves, thereby further consolidating their English thinking patterns^[7].

3.3 Innovating Teaching Methods

3.3.1 Introducing interactive Teaching Methods

In order to improve students' participation and interpretation practice ability, teachers can

introduce interactive teaching methods such as role-playing and simulated meetings. These methods enable students to practice interpreting in simulated real-life scenarios, enhancing their adaptability and interpreting skills. Meanwhile, through activities such as role-playing, students can gain a deeper understanding of the needs and expectations of different roles in the communication process, thereby better completing interpreting tasks.

3.3.2 Utilizing Multimedia Technology to Enrich Teaching Methods

With the development of technology, the application of multimedia technology in teaching is becoming increasingly widespread. Teachers can use multimedia resources such as video and audio to enrich teaching methods and enhance students' interest in learning. For example, by playing English original soundtracks or documentary clips, students can practice on-site interpretation. Or use online interpretation platforms for remote interpretation practice. These innovative teaching methods can stimulate students' enthusiasm for learning and improve their interpreting skills.

3.3.3 Regularly Holding Interpretation Competitions to Stimulate Competitive Awareness

Regularly holding interpreting competitions or activities is an effective way to stimulate students' competitive awareness and promote the improvement of interpreting skills. Through the competition, students can showcase their interpreting talents while also drawing inspiration and experience from the performances of others. In addition, the competition can help students recognize their shortcomings and thus clarify the direction of their future efforts. Teachers should encourage students to actively participate in such activities and inject more motivation into their interpreting learning.

3.4 Deepening Cultural Understanding and Cross-cultural Communication

3.4.1 Strengthening Cultural Introduction and Comparison

In English interpretation teaching, teachers should attach importance to the introduction of culture and help students understand the cultural connotations behind the language. By comparing the cultural differences between China and the West, students are made aware that in the process of interpreting, it is not only necessary to convey language information, but also cultural information. Teachers can analyze the differences between Chinese and Western cultures in terms of values, ways of thinking, social customs, etc. by combining specific cases, and guide students to pay attention to these differences in interpreting practice to avoid misunderstandings and conflicts^[8].

3.4.2 Cultivating Cross-cultural Awareness

In order to cultivate students' cross-cultural awareness, teachers can design a series of interpreting exercises with culture as the theme. These exercises can include introducing festivals, customs, history, etc. of different countries, allowing students to experience and understand cultural differences through practice. In addition, teachers can also invite foreign teachers or international students to participate in classroom activities and engage in authentic cross-cultural communication with students, thereby enhancing their cross-cultural sensitivity and adaptability.

3.4.3 Carrying out International Exchange and Cooperation Projects

Colleges should actively seek cooperation with international universities or institutions to provide students with more opportunities for international exchange and cooperation. By participating in these projects, students can directly interact with and understand people from

different cultural backgrounds, enhancing their cross-cultural communication skills. At the same time, these experiences can also help students broaden their horizons, enhance global awareness, and lay a solid foundation for future interpreting work.

3.5 Strengthening the Integration of Professional Knowledge and Skills

3.5.1 Combining Professional Fields for Interpreting Teaching

Teachers should select interpretation materials in relevant fields based on students' professional expertise in interpreting teaching. This can not only stimulate students' interest in learning, but also help them better understand and apply professional terminology. At the same time, teachers can invite experts in relevant fields to give lectures or provide guidance and advice to students.

3.5.2 Cultivating the Ability to Memorize and Apply Terminology

Terminology is an important element in interpreting, especially for interpreting in professional fields. Teachers should teach students effective terminology memorization methods, such as associative memory, categorical memory, etc., and guide students to continuously apply and consolidate these terms in practice. In addition, teachers can also design activities such as terminology tests or games to increase students' fun and motivation in memorizing terminology.

3.5.3 Simulating Professional Scenarios for Practical Interpreting

In order to improve students' professional interpreting skills, teachers can simulate real professional scenarios for practical interpreting exercises. These scenarios can include business negotiations, academic exchanges, legal litigation, etc. By playing different roles in these scenarios for interpreting practice, students can gain a deeper understanding of the communication methods and needs in their professional field, thereby improving their professional interpreting skills.

3.6 Emphasizing the cultivation of reflection and self-learning ability

3.6.1 Guiding Post Class Reflection and Summary

Reflection after class is an important part of improving interpreting skills. Teachers should encourage students to reflect and summarize after each interpreting practice, analyze their strengths and weaknesses in the interpreting process, and think about how to improve. This kind of reflection not only helps students discover their own problems and adjust their learning strategies in a timely manner, but also cultivates their self-monitoring and self-regulation abilities.

3.6.2 Cultivating Self-learning Ability

The ability to learn independently is one of the essential qualities for modern interpreters. Teachers should guide students to establish the concept of lifelong learning, cultivate their ability to independently search for learning resources, develop learning plans, and execute them. At the same time, teachers can also recommend high-quality English learning websites, books, or apps to help students broaden their learning channels and improve their self-directed learning outcomes.

3.6.3 Carrying out Mutual Learning and Group Cooperation

Mutual learning and group collaboration are effective ways to enhance interpreting skills. Teachers can organize students to engage in group discussions, role-playing, and other mutual

learning activities, allowing them to learn and promote each other through cooperation. This learning method not only enhances students' interpreting skills, but also cultivates their teamwork spirit and communication skills. At the same time, teachers can regularly evaluate and provide feedback on the learning outcomes of the group, motivating students to continuously improve.

4. Specific Implementation Steps

4.1 Primary Stage: Basic Guidance and Adaptation

When students first enter the interpreting course, the role of teachers becomes particularly important. At this stage, teachers should use concise and clear English materials as a bridge to guide students to gradually adapt to direct understanding and expression in English. The selection of these materials requires a precise grasp of the difficulty, ensuring that students can understand while also possessing a certain level of challenge, in order to stimulate their thirst for knowledge. Meanwhile, strengthening English listening training is also an indispensable part. By repeatedly listening to various English materials, students can improve their sensitivity to English pronunciation and intonation, laying a solid foundation for the accuracy of subsequent interpreting practice. At this stage, teachers can also introduce some basic interpretation skills and methods for explanation and practice in a timely manner, helping students gradually master the basic essentials of interpretation in practice^[8]. In addition, regular testing and feedback are essential to consolidate students' learning outcomes. Through these measures, students can have a clearer understanding of their learning direction and lay a solid foundation for further advanced learning.

4.2 Intermediate Stage

With the steady improvement of students' English proficiency, the focus of teaching in the intermediate stage should shift towards increasing the difficulty and length of interpreting materials. Teachers need to carefully select more challenging interpreting materials at this stage, allowing students to continuously hone their English thinking abilities through practice. These materials should cover different fields in order for students to have comprehensive exposure and understanding of interpreting skills for various topics. In order to further enhance students' practical abilities, teachers can design a series of simulated scenarios, such as business negotiations, academic exchanges, etc., for students to practice interpreting in these simulated environments. This not only tests students' interpreting skills, but also helps them to be more adept when facing real-life situations^[7]. At the same time, teachers should provide students with sufficient feedback and guidance to help them correct errors in a timely manner and improve the quality of interpretation.

4.3 Advanced Stage

After students have accumulated a certain level of English thinking ability and interpreting skills, advanced stage teaching should pay more attention to practicality and challenge. Teachers can introduce more complex interpreting tasks, such as alternating interpretation between multiple languages and interpreting in professional fields, to comprehensively enhance students' interpreting abilities. These tasks not only require students to have a solid language foundation, but also require them to have agile thinking and rich professional knowledge. In order to help students better adapt to the practical environment, teachers should encourage them to actively participate in various interpreting competitions or activities. These platforms not only provide students with opportunities to showcase their talents, but also allow them to continuously test and improve their interpreting skills through practical operations. At the same time, by communicating and exchanging ideas with

athletes from different backgrounds, students can broaden their horizons and gain more experience and inspiration. In advanced teaching, teachers should also focus on cultivating students' self-learning ability and innovative spirit^[8]. By guiding students to explore new interpreting techniques and methods independently, teachers can help them develop unique interpreting styles and better cope with various challenges in their future careers.

5. Conclusion

The implementation of the strategy of eliminating Chinese thinking is of great significance in improving students' interpreting ability in college English interpretation teaching. By creating an English language environment, transforming thinking patterns, and innovating teaching methods, teachers can effectively help students establish the habit of thinking directly in English, thereby improving the accuracy and fluency of interpreting.

References

- [1] Zhang Xuling. *Analysis of Strategies for Removing Chinese Thinking in Business English Interpretation Teaching* [J]. *Journal of Heihe University*, 2024, 15 (06): 118-120+176.
- [2] Huang Duo. *Research on the Value and Optimization Path of Business English Interpretation in Cross cultural Communication* [J]. *Science, Education and Culture Review*, 2024, (11): 132-135.
- [3] Jin Tang. *Research on Peer Interaction and Cooperative Learning in Interpretation Teaching for Undergraduate English Majors* [J]. *Journal of Hubei Second Normal University*, 2024, 41 (05): 88-92.
- [4] Wei Zhenhua. *Teaching Strategies for Business English Interpretation Based on Cultural Differences between China and the West* [J]. *New Curriculum Research*, 2023, (30): 76-78.
- [5] Li Shu. *Research on the Teaching Mode of College English Interpretation in the Internet Context* [J]. *English Teacher*, 2023, 23 (08): 84-86.
- [6] Xiao Kunxue. *Exploration and Reflection on Interpretation Course Teaching for English Majors under the Background of New Liberal Arts* [J]. *Journal of Chongqing Second Normal University*, 2023, 36 (01): 117-121.
- [7] Zhang Xuling. *Analysis of Strategies for Removing Chinese Thinking in Business English Interpretation Teaching* [J]. *Journal of Heihe University*, 2024, 15 (06): 118-120.
- [8] Li Zhe. *Research on the Implementation Path of Ideological and Political Education in English Major Courses under the Background of Collaborative Education* [J]. *Campus English*, 2024, (27): 22-24.