A Study on the Problems and Suggestions of College Interpretation Teaching

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Abstract. In recent years, there has been a great upsurge in the teaching of English interpretation in colleges and universities. However, interpretation has extremely high requirements on the ability of translators. Therefore, interpretation teaching has become a difficult point in the language courses in colleges and universities. This paper discusses the current situation, problems, feasibility, mode setting and specific countermeasures of the interpretation teaching in college in order to explore an effective way to improve the teaching of interpretation in college English in China.

1. Introduction

With the deepening of China's reform and opening up, the exchanges between China and other countries in the fields of economy, society and culture have become increasingly frequent. Such interactive exchanges have brought a huge market for interpretation activities, thus giving birth to a boom in the development of the interpretation specialty in colleges and universities. Interpretation promotes exchanges between different nations and countries. It is also an important tool for China to conduct economic, cultural and political exchanges with foreign countries in the context of globalization. There is a large gap of outstanding interpreting talents in China, which provides a direction for the cultivation of talents in colleges and universities. College teachers should actively explore the new mode of interpreting teaching, improve teaching methods and cultivate more excellent interpreting talents for the market.

2. Problems existing in the of interpretation teaching

2.1 Teaching theory is separated from practice

In the teaching of English interpretation, English textbooks are the main reference materials taught by college teachers. However, due to the lack of scientific and systematic teaching syllabus of interpretation, the content of textbooks is out of line with the teaching syllabus, which has affected the quality and efficiency of interpretation teaching. Because the interpreting teaching materials on the market has certain limitations, teachers in the choice of interpretation teaching material is difficult to achieve the effective combination of practice and theory, most of the textbooks concerned only pay attention to the translation methods and translation theory, on the surface and didn't put more attention on student's practice, thus causing student's study just stay on the experience of the stage, and it is difficult to achieve the desired interpretation learning goals. It can be seen that the disconnection between teaching theory and practice in interpreting teaching for college English majors not only restricts students' systematic learning of interpreting teaching, but also affects the quality and efficiency of interpreting teaching.

2.2 Teaching method is too simple

The interpretation teaching of English majors is mainly based on students' interpretation learning. However, some universities do not focus on interpreting in the process of interpretation teaching, but mainly teach the method of translation, which virtually confuses the difference between interpretation and translation. In interpreting teaching for English majors, interpreting teaching method is too simplified, teacher only let students oral for sentence by sentence translation according to the

teaching material, and ignored the use of advanced science and technology, thus becoming a simple oral translation, interpretation teaching in this way, not only influence the quality of interpretation teaching, but also restricted the enthusiasm of students in interpreting. In the classroom of interpretation teaching, English teachers will play videos and movies about interpretation teaching according to students' learning needs. However, the teachers only let students learn through appreciation and imitation instead of paying attention to the application of interpretation learning in practice, which virtually restricts the effectiveness of interpretation teaching. Therefore, in the interpretation teaching of English majors, the simplification of teaching methods is an important factor affecting the quality of interpretation teaching.

2.3 Teaching schedule is not reasonable

In the interpretation teaching of college English majors, the teaching period arrangement not only affects the quality of the interpretation teaching, but also affects the students' learning situation in the interpretation teaching. In college English teaching, as a result of interpreting teaching class hour arrangement is too little, so, not only affects the progress of interpretation teaching, also it is difficult to achieve the goal of interpreting teaching. When set scheduling, and, in some universities, in the last two years of interpretation teaching in university, because the student at this stage will be too much time on work and practice, so it's hard to put too much energy into interpreting learning for English majors, this shows, due to the teaching of college English major, interpreting teaching class time arrangement is unreasonable, it virtually led to the lag of student's study, which has restricted the interpretation teaching effectiveness.

2.4 The traditional teaching mode of interpretation has obvious disadvantages

The traditional teaching mode of interpreting is mainly themed training or interpreting skills training. Teaching methods are mainly situational dialogue and role play. The teaching of interpretation is basically based on fixed textbooks. In class, the teachers read the interpreting textbooks or distribute the interpreting materials, and let the students translate sentence by sentence. Then, the teachers give comments on the students' interpretation and give standard answers. The disadvantages of traditional teaching methods are obvious: students lack the opportunity to actively participate, each student has limited time to communicate in class, students are easy to be distracted, but the teacher has no time to attend to; Lack of interaction between teachers and students and students, teaching methods are relatively single, and teachers can not give full play to the role of organizing and guiding students to carry out interpretation practice. The contents of the interpretation are outdated and cannot keep pace with The Times. What most scholars criticize is that the traditional teaching mode of interpretation lacks the sense of scene and interaction. It can be seen that the traditional interpreting teaching mode can no longer meet the demand of interpreting teaching for English majors.

3.   The suggestions of interpretation teaching

3.1 Ensure adequate teaching hours of interpretation

From the perspective of the law of interpreting skill training, in order to improve the efficiency and quality of interpretation, the knowledge extraction of interpreters in their work should be realized in a procedural and automatic way. Practice has proved that sufficient class hours are the premise of realizing automation and program transformation. The process of interpreting is a process of multi-tasking. The interpreter should solve the problem of attention allocation and improve the ability of processing some complex information. A lot of practice can make the interpreter "reflexive" to the choice of some words, sentence patterns and even discourse and skills, and the language conversion can be blurted out without thinking.

3.2 Enrich the content of interpretation teaching

On the premise of guaranteeing the amount of teaching hours, the systematic and diversified course content is the key to the teaching of interpretation. At present, most of the interpretation courses in

schools are monotonous in form and outdated in content, and remain in a short period of time to carry out simple listening and speaking training for students, which is largely related to the insufficient class hours. In order to solve the problem of not enough class hours, the school offers relevant courses other than language, such as comparison of Chinese and western cultures, law, journalism, etc., as elective courses in senior students. It is necessary to reform these courses because of the arbitrariness of the curriculum and the disunity of knowledge. Interpreting is a skill. This technology is composed of multiple knowledge system construction, at present our country most college interpretation teaching curriculum more focus on the cultivation of student's language ability, but the encyclopedic knowledge and skills, such as drama, sociology, financial and legal, translation software almost no involves the aspects of teaching, content is monotonous, not field widely. Relevant departments and colleges and universities should draw on the experience of famous colleges and universities to design a complete and scientific curriculum plan, and conduct comprehensive infiltration and training of students' interpretation knowledge and skills from the first year of college.

3.3 Update teaching mode and teaching method

Through continuous improvement of the education system, online teaching mode is gradually introduced into daily English teaching. The English curriculum system existing under the old teaching methods cannot adapt to the current education system reform. In order to reform and develop the teaching methods of English translation in colleges and universities, we should make full use of the permeability of the Internet in English teaching. The rich teaching resources in the network are used to help colleges and universities to develop the curriculum structure needed to improve teaching efficiency, so that students can make full use of it in the whole university. In the early stage of freshman and sophomore year, students can consolidate their basic knowledge and effectively enhance their vocabulary and voice skills. When students enter their junior year, they should set up an elective course on English translation for students to choose, so that students can learn English translation in an active state, so that their translation skills can be effectively improved.

4. Interpretation teaching mode based on network environment

Internet-based interpretation teaching is to establish a new model of networked classroom teaching with the help of network multimedia information technology. Network classroom teaching provides students with the real language environment and a wide range of language material, students can in virtual network platform, on the documents issued by the teacher for interpreting practice, can the teachers and students interact, human-computer interaction, students and students interact, and timely access to reference the translation, and the teacher's evaluation and answer, so that students' interpreting practice are fully guaranteed quantity and quality. Moreover, students in the network multimedia classroom can give feedback to the teacher's classroom teaching at any time, and get the corresponding help from the teacher or students in a timely manner. Web-based interpretation teaching makes it possible to carry out individualized teaching according to the different characteristics and learning progress of each student. In addition, the web-based interpretation teaching mode breaks the limitation of time and space of traditional interpretation classroom, and makes the interpretation classroom have a certain sense of scene, so that the interpretation training becomes practical.

4.1 Change the role of teachers

In the internet-based interpretation teaching model, teachers no longer play the roles of dominator, controller in traditional teaching, but play the role of organizing, guiding and helping students in their learning process. Establish a student-centered teaching model and cultivate students' autonomous learning ability. Networked classroom teaching enables teaching resources of different media to cooperate with each other, fully mobilize learners' senses and interests, enhance the learning effect, and significantly improve students' learning enthusiasm and efficiency.

4.2 Establish a virtual community of online teaching

Constructivist learning theory holds that knowledge is mainly acquired by learners through interpersonal cooperative activities in specific situations. Interpretation, as a complex and comprehensive language operation, especially needs real experience and training through a lot of language practice and interpersonal communication. The virtual community of online teaching provides students with an efficient and multi-functional virtual platform for training.

4.3 Build a network resource base

As an important part of network teaching, the network resource database can be used together with the network teaching virtual community. Students can collect the latest information in the online resource database, which plays an important role in expanding students' vocabulary and background knowledge. At the same time, we can make use of the campus websites of universities at home and abroad or cooperate with other multinational companies or enterprises and professional institutions to jointly develop the interpretation resource database.

5. Summary

With the deepening of reform and opening up, foreign exchanges have become increasingly frequent, and high-level professional interpreters have become a shortage of talents. However, interpretation has extremely high requirements on the ability of translators to receive the source language information, understand the information, remember the information, convert the information and express the information. It is an urgent task for foreign language teachers to strengthen interpretation classroom teaching and cultivate more outstanding and top-notch interpreters.

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