

Problems and Research on Interpretation Education in Chinese Universities under the Background of Foreign Affairs of Large Countries

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Abstract

With the improvement of China's international status, China is playing a bigger role in the world stage, and China is also more actively involved in the handling of international affairs. How to show China's national philosophy and national charm on the world stage and promote China's peaceful diplomacy concept is inseparable from highly educated and high level foreign language talents. Facing this huge demand for talents, many colleges and universities have launched interpretation as an independent major, specializing in training interpretation talents to fill the gap of professional talents. This paper analyzes the achievements of western interpretation education, explores the current development status of interpretation education in China, and proposes development strategies for the construction of interpretation education strategy.

Keywords: *Great power diplomacy, College education, Interpretation Education*

I. Introduction

With the rapid increase of economic strength in the past 40 years of reform and opening up, China has opened up a new situation of major-country diplomacy. As the largest developing country in the world, China is playing an increasingly important role in the global environment. In the context of major-country diplomacy, English interpreters play an important role in order to reasonably express China's policies and positions in the world stage. The great influence of interpretation has pushed more universities to set up special majors for interpretation education in order to reserve more talents for national interpretation.

II. Results of Western Interpretation Education

With the emergence of more and more global and regional economies, transnational communication between countries with different languages has become the norm. In order to achieve better communication and cooperation between regions, interpreters from different countries play an important role and become the messengers to export national values and promote national culture. Facing the complex international environment and the increasingly fierce competition among countries, China is in urgent need of professional interpreters. Among the colleges and universities that provide interpretation education worldwide, most of the colleges and universities accredited by the International Association of Conference Interpreters are located in developed countries in Europe and the United States. In China, only Shanghai International Studies University is fully accredited by the International Association of Conference Interpreters. Therefore, understanding the achievements of interpretation education in European countries provides a reference for the development of interpretation education in China.

(1) Analysis of the development concept of interpretation education in developed countries

The diversity of languages in European countries is the main reason for the rapid development of interpreter education in European countries. European countries are closely linked by the establishment of the European Union. In order to achieve better communication and cooperation among multilingual countries, interpreters are

indispensable. In order to effectively promote the barrier-free cultural exchange between European countries, the language interpretation education in each European country is developing vigorously and rapidly. They pay special attention to the comprehensive cultivation of Chinese students' language and cultural communication skills, communicative and cooperative skills, and cultural literacy of interpreting profession. The study of language interpretation is mainly dedicated to serve the strategic diplomacy of a country, raising the level of comprehensive education in interpretation to the strategic level of a country. The study of languages is dedicated to serving the country's diplomacy and elevates the level of education of the subject to the national level.

The United States has always been committed to national security and national interests, and its education policies are also based on national development. Moreover, the USA has enacted the USA International Education Act to regulate interpretation education in the form of a code, which has elevated the cultivation of interpreters to the legal level and guaranteed the development of interpretation education in the form of law to strengthen the diplomatic strength of the country. Moreover, the U.S. has set up a standard of education that not only learns foreign languages, but also studies the history, politics, geography and other related issues of the countries that use the language, which makes the overall quality of interpreters greatly improved, so that they can play a greater role in international exchanges. Interpretation education in the United States serves the national interests of the United States and has produced a large number of high-quality talents in a variety of languages.

(2) Study on the mechanism of interpretation education in developed countries

The European Union, as the institution with the highest demand for interpreters, attaches great importance to the role of interpreting in the development of national interests. The same applies to the United States, where interpretation education serves the national interest. As early as 1997, the EU launched the "European Master of Conference Interpretation" program, which greatly solved the problem of shortage of interpreters in minority languages. Moreover, it provides great help for the coordination and communication between EU countries, greatly reduces the communication difficulties between countries with different languages and shortens the distance between countries, which is very beneficial to the synchronous development of the whole EU. Moreover, the existence of a large number of schools accredited by the International Association of Conference Interpreters (IACI) has provided the diplomatic service with a large number of excellent interpreters.

As early as the 1950s, the U.S. established a special mechanism for language education, and in 2006, the National Security Language Program was established to further regulate and standardize language learning in the country. This series of measures shows how much importance the U.S. attaches to interpreter education. In addition, the U.S. National Security Agency has a database of more than 500 languages in the world and a corresponding language search system, which provides a wealth of resources for interpreter education.

Looking at the policy measures jointly taken by the European Union and the United States for quality oral interpretation education, we can find that the quality oral interpretation education in Europe and the United States are both aimed at safeguarding the status of national core strategic interests as the ultimate goal, and are always highly concerned about the rapid development of globalization of interpretation. Through the policy macro-control and policy guidance of the governments of various countries, several interdepartmental agencies have been fully involved in the effective collection and rational allocation of interpretation education resources to promote the formation and continuous development of their quality oral interpretation education. It has great significance for the study and reference to promote the sustainable development of efficient and quality oral interpretation education in China.

III. The Development Status of Interpretation Education in China

As the second largest market economy in the world, China has ushered in a new era of political and diplomatic development, institutional change and structural adjustment under the firm leadership of General Secretary Xi

Jinping. At present, China's modern international economic strategy system has undergone profound changes and structural adjustments, which have brought about a strong need for the training of various professional foreign language interpreters. The cultivation of excellent high-level professional foreign language interpreters is conducive to the promotion and transmission of China's core values and traditional culture, the elimination of political differences in China, and the maintenance and protection of China's vital security interests. However, there are still some outstanding problems in the current development of professional foreign language interpretation education in China.

(1) Lack of strategic awareness in interpretation education

Interpretation education in China has not been given enough attention and is positioned as a basic foreign language skill course in the foreign language textbooks of universities. In China, interpretation education has been regarded as an auxiliary subject for students majoring in language studies, and has not formed an independent research field. The basic function of interpretation education is to help students learn the basics of communication in a simulated situation. Interpretation education is aimed at personal development and personal improvement of students, and is not linked to the national strategic plan, and has no connection with national interests and diplomacy. It reflects the neglect of interpretation education and the lack of awareness of its importance in Chinese universities. The European Union, the United States and other developed countries have elevated interpretation education to a national strategic plan, which has enabled interpretation education to achieve great development. In China, however, interpretation education is only put under the framework of foreign language learning, and the interpretation education in China is inclined to teacher training. Most of the interpretation courses in colleges and universities are for the purpose of training foreign language teachers. At the same time, the education concept tends to be traditional and does not make timely adjustment with the development of the times. And the degree setting and development concept of the undergraduate degree of interpretation in colleges and universities is not clear, and it has been tending to be cold in the construction of translation professional education in colleges and universities, and the level is not high and the distinction is not clear. Interpretation professional education has been showing disorder in the construction education of translation profession in colleges and universities. There has been no legal conclusion about whether universities should cancel the undergraduate degree of translation for universities to train professional translators for the application of terminal professional degrees, or universities should continue to build their undergraduate degree for the development direction of translation employment.

(2) Short supply of interpreters

Although translation majors are more common in China's colleges and universities, the training of high-quality interpreters is very lacking, and very few people are really engaged in interpretation in their future work. Translation education majors have only sent a small number of talents to the country. Although we have achieved certain academic achievements, there is still a long way to go before we can cultivate a strong team of English interpreters in China. Moreover, the professional language of English interpretation education and training in most universities in China is only limited to professional English-Chinese bilingual translation. Although in recent years, the undergraduate enrollment scale of literature majors in languages other than English has been gradually expanded, it has not completely changed the overall enrollment situation of schools that emphasize too much on general English. The unbalanced development of interpreters in different languages directly leads to the lack of multilingual interpreters and the scarcity of professionals in minority languages in China. Moreover, the training measures for talents are not in place, and the general level of professional skills is poor. It can be fully seen that the current education of English interpreters in China's universities has no direction, and obviously cannot keep up with the current development needs of developed countries and the development needs of the times. In the coming decade, the relations between major countries and neighboring countries will be further promoted, and a new development situation belonging to China's international diplomacy will be built. At that time, China will still face the big problem of serious shortage of middle and high-end diplomatic interpreting professionals in many languages, which will seriously and directly restrict the healthy development of China's national diplomatic

interpreting career in the future and affect the international image of China as a diplomatic country. It will seriously restrict the development of China's diplomatic career and damage the image of our country.

(3) Lack of measurement in interpretation education

The teaching of interpretation courses must be tested by both theory and practice for a long time. As for the qualification assessment examinations of interpretation students in various kinds of interpretation training majors opened in universities, basically, all of them are to examine students' qualifications in various forms by setting their own examination topics or freely selecting interpretation topics in translation versions and textbooks to take written and listening examinations. Colleges and universities explicitly require interpretation students to take the national translation professional qualification (level) examination according to the national 2016 guiding talent training teaching program. However, this only stays at the level of project proposal assessment, and there is no specific project implementation rules to carry out actual market survey and supervision on the specific situation of project implementation. The qualification examination is virtually useless. At present, China's professional qualification examination system for foreign language interpreters does not include the quality of professional ethics of interpreters in the written examination. And the exam questions are single, all of them are recorded interpretation questions, which is far from the actual test practice of foreign language interpretation. If students pass the interpretation examination with good results, it does not necessarily mean that they can always do well in the work of foreign language interpretation examination, only that they have strong practical ability in interpretation test taking. The way of examining foreign language interpretation qualification in China is seriously out of line with the national standard of interpretation. Such seemingly traditional and rigid way of examining interpreters is not something that will not directly bring high-end qualified foreign language interpreting professionals to any enterprise in the country. It was not until the 9th International Conference of English Interpreting Professionals that the professional training requirements for Chinese translation talents were raised for the first time to the level of reflecting the country's ability to interpret in different languages. However, the system setting and professional layout of the existing translation language personnel training and research and training institutions in China are basically oriented to the employment market in China, and there is no employment coordination and guidance plan at the national policy level. There is also a fundamental lack of policy restrictions and management norms for the implementation of relevant national laws, as well as the restrictions and norms of national laws. Under such actual situation, it is inevitably impossible to cultivate a large number of senior English interpreters suitable for China's current diplomatic interpretation strategy at that time, which is bound to greatly affect the large supply of interpreting talents applicable to various types of diplomatic activities in China at that time. Therefore, the main reserve of professional interpreters is bound to be insufficient.

IV. Strategies for Improving Interpretation Education in Chinese Universities under the Background of Major-Country Diplomacy

As modern China has more international discourse on the world stage, building a development strategy of China's interpretation culture and education in line with China's international characteristics is an important strategic measure to adapt to the new situation and meet the new situation of the development of modern China's national diplomatic strategy. China's interpretation and cultural education strategy will be adjusted to a new level of modern national diplomatic strategy, which will also be conducive to continuously enhancing the soft power of modern China's foreign cultural undertakings, promoting world economic regional trade and consultation, and promoting cultural exchanges and integration between modern China and the Western world.

(1) Clarifying the core concept

Since the 18th National Congress of the Communist Party of China (CPC), China has ushered in a new development situation of the political style of world power politics and diplomacy, and the People's Republic of China is moving towards the economic center of the world. In retrospect, the national development strategies of

peace, stability, development and opening-up, such as the development concept of "a community with a shared future for mankind" and the Belt and Road Initiative, which China has vigorously promoted in the past few years, have attracted great social attention in the world today. The research and promotion of these development concepts are in urgent need of high-level English interpretation professionals. Therefore, one of the core concepts of Chinese interpretation and communication education is to show the posture of China's national diplomacy in the new era closely in line with the hot topics of the times, so as to build a cross-cultural and cross-national communication bridge to adapt to the development direction of China's national diplomatic strategy.

The career goal of interpretation diplomacy education in Chinese universities should gradually shift to a broader service to international diplomatic affairs of developed countries, and strive to train interpretation diplomats and interpretation educators at multiple professional levels in multimedia fields. Therefore, as China's international diplomatic affairs continue to expand, China's national English interpretation education should also be internationally integrated with the diplomatic affairs of its English-speaking partner countries. According to the different geographical characteristics of international conferences conducted by the country and different subjects of interpretation cooperation purposes, China's national English language education institutions for interpreters should set up different special topics of interpretation respectively. Thus, it can help Chinese students to go deeper into the field of interpreting in different languages, master the current affairs of interpreting, understand the background language knowledge of interpreting, simulate the actual scenes of interpreting work, and actively participate in the international exchange of English conversation with their whole body.

(2) Strengthening macro development and defining the stratification mechanism

The implementation and reform of the specific planning system of foreign language interpretation education cannot be separated from the correct formulation of scientific macro policies for the development of foreign language interpretation education in China. Moreover, we should draw on the successful experience of the United States and Europe in implementing the development strategy of foreign language interpretation education. Teaching should be carried out equally for interpreters of medium and minority languages. Under the development strategy of equal education for English interpreters, the main focus of which is to develop English interpreters, the action plan of equal education for interpreters of other minority, medium and majority languages should also be carried out. Different languages should be taught equally. Under the strategy of English as the core of interpretation education, we will also carry out education programs for interpreters of other minority languages. In order to effectively safeguard the best interests of the Party and the country, a group of diversified and multifunctional types of professional talents should be reserved. Diversified and multifunctional types of talents should be reserved. Second, the development mechanism of foreign language professional education in colleges and universities should be improved. Foreign language and language interpretation professional education should be developed separately and in a coordinated manner. In the implementation of the national strategic plan for the development of interpreter training education, we should pay full attention to the high degree of articulation and unity between the basic interpreter training courses and the intensive interpreter training courses. It should not be limited to the training of students with comprehensive bilingual or multilingual interpreting skills, or to the training of students with comprehensive foreign language or foreign language interpreting skills for different specialties. We should pay more attention to the practicality of theory, combine the basic knowledge of interpreting language with the practical knowledge of different interpreting topics, strengthen the integration of practical and communication activities in the practical education of foreign language interpreting, and create more practical communication activities for the practical education team of foreign language interpreting. The practical education of interpreting should no longer be limited to the in-depth study of basic knowledge of interpreting. In order to better serve contemporary national political diplomacy, it is necessary to shift the development of basic foreign language interpretation education in universities to the development of practical interpretation education. According to the actual situation of different nationalities and localities, the direction of personnel training should be clarified to help create a comprehensive and diversified team of strong foreign language interpreters in contemporary Chinese universities. In addition, the practical forms of communication in interpretation education should be strengthened

and more practical communication situations should be created for interpretation education. The education of interpretation should not be limited to the learning of basic knowledge. In order to serve the national diplomacy, it is necessary to shift the interpretation education in colleges and universities to practical development, and to clarify the training terminal according to different local conditions, so as to help create a comprehensive and diversified strong interpretation talent team in China.

(3) Improving systems and mechanisms and developing new planning models

In the current context of China's political diplomacy, the direction of professional interpretation education should not only be the general interpretation discipline of the Ministry of Education and university interpretation institutions, but should also rise to the height of national security, national international business and national political diplomacy. In establishing a strategic planning mechanism for the industry of foreign language interpretation education, China can fully learn from the successful experience of the developed Western countries in which several different government departments have been working together to develop and jointly implement strategies for foreign language interpretation education. On this basis, it is possible to make an overall plan to integrate resources and forces from all sides to meet the actual needs of all sides. In addition, multiple government departments should form a strong and interconnected international coordination mechanism through joint research, and jointly launch a set of strategic development planning and performance evaluation mechanism for China's interpretation and foreign language education industry that meets the strategic needs of a great economic and diplomatic power in contemporary China.

(4) Building a resource database for interpretation teaching

The materials used for interpretation language training must be as real, highly relevant and current as possible. The language training materials used should be as close as possible to the real-life scenarios of the actual interpreting training work. Both the European Union and the United States have their own databases. China should strengthen the construction of interpretation education, and build a national voice database to serve the interpretation education and China's diplomacy, and collect the languages of various countries in the database. In this way, it can serve for interpretation education, strengthen the learning of languages of different countries with which China interacts, and avoid the over-reliance of interpretation teaching on textbooks at the expense of the practical aspects of interpretation. The teaching mode of interpretation should also be changed in time to change the previous teaching and listening mode and focus on speaking and practicing, and to take the initiative to establish the supervision and evaluation mechanism of interpretation so that students can be more involved in practical training.

V. Conclusion

The arrival of the new situation of major-country diplomacy has put forward new requirements for the development of interpretation education in China. Under the pressure of the current severe diplomatic situation, China's interpretation education must rise to the height of national strategy and serve to maintain the national interests and national image of China. By learning from the interpretation education of the EU and the US, the development of interpretation education in China's universities has a clearer goal.

Acknowledgements

1. The research on International Communication of Shaanxi Tourism Culture from the Multi-modal Perspective Foundation of China under Grant No. 2021ND0607
2. Liaison Interpreting Foundation of China under Grant No. ZK2026.

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