

# General English Learning Education from the Viewpoint of Training for Interpreters

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**Abstract:** Each discipline or science has its own research object. Only with a clear research object can researchers and scholars effectively carry out targeted cognition and practical activities, and only then can they understand the targeted cognition and problems arising from practical activities and carry out research and summarize. Pedagogy is a subject whose research objects are educational activities. While education is not a natural existence, but an extremely complex social existence. It is a social activity system constructed for people to cultivate people. Pedagogy takes the educational activities of cultivating people as the research object. It is a discipline that studies educational phenomena and problems, reveals the essence of education, the laws of education, and explores the value of education and the art of education. In recent years, with the continuous improvement of China's comprehensive national strength and the rapid development of economy and technology, English, especially interpreting has received more and more attention. This research aims to find out how to explore the unresolved problems that are worthwhile in a large number of interpreting studies with the development of the times, and propose effective solutions, in the hope of inspiring and providing new ideas for interpreting research.

**Keywords:** Interpretation English education, Interpretation skills training, Educational activities

## 1. Introduction

### 1.1. Background of This Research

In recent years, a growing number of colleges have attached attention to improving students' practical English and English communication skills. In interpretation, both practical and communication skills are needed, compared with other majors like English literature and English translation, which focus mainly on one skill. On this occasion, interpretation training skills have been playing an increasingly important role in English education, and among those skills, shadowing and site translation are used as a way of training interpreters. A large number of recent studies have shown that students' English learning skills have been greatly improved because of shadowing. For education to be enriched and full of vitality, it is necessary to attach attention to experience and knowledge on education cognition and education technology, and studies related to education. Since modern times, education reform has continued, and famous educators and their masterpieces have been continuously appearing in historical trends.

Besides, many subjects like philosophy, psychology, sociology, anthropology and culturology that are related to pedagogy have been rapidly improved, and as a result, promoted the development of educational theory. How to proceed from our country's socialist modernization and the great rejuvenation of the Chinese nation without being complacent or blindly copying, and to reflect and rationally learn from the essence of the knowledge and the shining points of the predecessors based on cultural characteristics and the actual needs of social development plays a crucial role in enriching the knowledge base of textbooks, improving the theoretical and ideological level of textbooks. The current reform trends and the latest research results are crucial to boosting the knowledge, theory, practicability, enlightenment, persuasiveness, and explanatory power of teaching materials.

As the socio-economic and political reforms began to accelerate, the development and reform of educational theory and practice also accelerated accordingly, which aroused the differentiation of different educational concepts, sharpened controversy, and confrontational struggles between different schools of education. However, under new circumstances, the declining schools of education tend to show their non-ignorable value with a new look and rise up. As a result, an intricate situation has formed, and the theoretical development in the field of curriculum and teaching is the most typical. For instance, educational studies should focus on humanities or science, on knowledge, ability or morality, on teaching or researching, on the leading role of teachers or the motivation of students. Such debates are very

common and have continued for a long time. Sometimes one side has the advantage, sometimes the other side has the advantage, but every time there is a new motivation, connotation and value. In fact, such kind of debate viewed from the perspective of historical development, the two opposing parties are interdependent, restrict, and interact with each other. It is precisely because of the inherent contradictions and struggles that teaching can promote the continuous development of teaching theory. However, due to the limitation of experiences and horizon, or pressure, misguide from others, educators often intentionally or unintentionally support one party unilaterally or arbitrarily and deny the other party altogether. Sometimes they come to a conclusion, but they are likely to doubt the conclusion and they focus so much on potential problems that they lose courage to do further study. This behavior has caused great ups and downs in education, which also is a big disadvantage for students' learning and personality development. There are too many lessons of this kind, which are worthy of our reflection. The reason is mainly due to the lack of knowledge and attitude of educators in relevant aspects. Therefore, narrating and commenting on the differences and disputes of different viewpoints will help broaden people's horizon, increase knowledge, improve the theoretical level, change their way of thinking, and get rid of the narrow, blind, and one-sided dilemma. Educators should strive to analyze and think about problems independently, realistically, comprehensively, dialectically, logically, and dynamically, as well as solving problems scientifically, reliably and timely.

Each subject or science has its own research object. With a clear research object, researchers can effectively carry out object-oriented knowledge and practical activities, conduct research and summarize the problems arising from their object-oriented knowledge and practical activities, and reveal the nature, laws, value of the research object, and its development and changes. Systematic science or subject theories will gradually take shape and improve. Different disciplines have different research objects, and the knowledge and study of the research objects is the basis for the production and development of science. And there is no science without a research object. Scientific research can be conducted effectively only when the research subject is definite. Spencer (2005) points out that science is the description and recording of empirical facts and he is object to making intellectual enquiries. The educational objects raised by him is to prepare for a fulfilling life. And he classifies human activities into five parts: 1. Activities that directly contribute to self-preservation 2. Activities that indirectly access to the necessities of life 3. Activities that aim at raising and educating children 4. Activities that maintain normal social and political relations 5. Activities that are to meet the need of hobbies and feelings in one's spare time. Spencer advocates enlightening students' self-consciousness in learning instead of formalized education.

Rye (2007) considers that education is the actual guidance for human development. The aim of education is to create complete personalities in biocommunity. The basic rule of education is activities and performances. And every unit of activities consists of the following three parts: stimulation---association---reaction; impression---assimilation---performance; observe---understand---represent. He advocates that every passive, acceptant and absorptive activities should make place for active, expressive, creative and influential activities. These theories are very valuable and of great importance, and it is a great step forward in education. But when they overstate that experimental method is the only effective way in education, they have made education got trapped in scientism.

Education is not only a system of regular activities, but also a system of activities that people pursue with value. When people carry out educational activities, they always consciously or unconsciously take their choices and demands for the meaning of life and social ideals as the starting point to form educational values to guide and standardize the development of education and people, so they are engaged in education. While working and carrying out educational activities, we must first seriously explore the value of education in order to choose the correct value orientation and formulate reasonable and kind educational goals or requirements. There is no doubt that the value selectivity and prescriptiveness of education activities for cultivating people is inevitable, and it is an inherent essential attribute of education, which is constantly evolving forward with the development of society and people.

In our daily life, there does not exist an education that only focuses on regular pattern, maintaining value neutrality or rejecting value. Education is a subjective activity. It needs to care for the development of people based on the situation and demands of relevant subjects. It should make corresponding choices for the ideals and goals of human development, and make leading and limiting choices for the ways and methods of human development.

Education is the interaction between the educator and the educated subject. Educators have their own personal and life experience, and educational style. Educators are also living people with personal characteristics, which means they do not passively absorb the influence of educators or follow the same pattern. They have their own subjective wishes, feelings and understanding, and will take

countermeasures and make choices, even if they are willing to accept it. It is through their understanding, identification, application, improvement and self-efforts that they can be internalized into their ability and sentiment, and then can they promote the liberal and comprehensive development of their individuality. Therefore, the educational activities for cultivating people should be activities full of talent, spirituality, potential, initiative, aura and vividness. There is no fixed way and method for these activities, and simple machines and forced orders should not be used. Instead, it should promote activities that follow good temptation, guidance according to the situation, enlightenment and exploration, collision with souls, communication and coordination, be witty and flexible. In this sense, it can be said that education is an art. Education is the most creative and individual art that emphasizes educational methods and wisdom, pays the most attention to caring and mobilizes students' inner motivation.

J. Dewey (2005) set up pragmatic teaching. He believes that the acquisition of human experience must follow the principle of continuity and the principle of interaction. Starting from his empirical theory, he clearly put forward the innovative educational thoughts of education as life, education as growth, and education as the continuous reorganization or transformation of experience, so as to realize his democratic ideals. Dewey's educational theories and educational practices are of great significance and have had a far-reaching influence worldwide. Since then, there has been an antagonism between the traditional school of education represented by Herbart and the modern school of education represented by Dewey in the field of education.

However, with the development of economy and science, the need for foreign exchanges and communication is growing. A growing number of colleges have offered interpretation courses to meet the need of communicating with non-citizen visitors. This paper focuses on English interpretation courses. Most domestic English interpretation courses are not aimed at vocational training, and most courses do not consider the dual functions of vocational skills and language improvement. Whether the focus of English interpreting teaching falls on research or practice, it is undeniable that domestic practice started late. Interpretation teaching always has many problems in interpreting resources, teaching materials, teachers, evaluation, independent learning, classroom practice and so on. The society has high expectations for the quality of interpreters, but the teaching effect is not satisfactory. In this way, exploring the transformation and challenges faced by university interpretation courses in the era of big data can provide new ideas for improving students' interpretation skills and two-way evaluation of interpretation teaching, cultivating students' thinking, cooperating, coordinating, communicating skills, as well as their innovation and creativity. At present, there still exist some problems in English interpretation teaching that can not be ignored. Interpreters should make full preparation for the translation of conference speeches, and have a good understanding of background knowledge and vocabulary about politics, current events and related topics. When translating, interpreters should be accurate and faithful, do not add or change the content of the conversation without authorization, and do not add personal opinions. The translation should be faithful to the original content, and precise in vocabulary. In addition, it is necessary to fully understand the situation of foreign guests, their requirements and feedback on each event. Interpreters should strengthen politics, current affairs, policies, business and foreign language learning, and constantly enrich their knowledge and improve all aspects of quality. Take address and introduction as examples: When meeting with foreign guests, the first thing interpreters encounter is the problem of address. It is usually called Mr. for married men, Mrs. for married women, and Miss for unmarried women. In some situations, we can also use profession to address others, such as doctor or professor. If you need an introduction when you meet with a foreign guest, you can do it by a third party or by yourself. But the job title of the other party should be introduced. The order of introduction is to introduce the lower status and the younger to the higher and the older, and introduce man to woman.

Mahmoodzadeh (1992) defines interpreting as an oral translation method that accurately expresses the content of thoughts expressed in one language from another language at a speed that is almost synchronized with the source language spokesperson or in the form of continuous interpretation. The qualities that a qualified interpreter should possess are: better short-term memory--used to store the information heard, strong long-term memory--analyze the meaning in a specific context, highly focused attention--analysis and processing of source language information and good adaptability--respond to the difficulties in the interpretation process and choose appropriate coping strategies. A qualified interpreter should also have solid bilingual basic skills, wide-ranging knowledge and rigorous work style.

To study interpretation training, it is not only necessary to understand the definition of interpretation, but also to gain a clear classification of interpretation. Gile (1995) classified specific stages of continuous interpretation and simultaneous interpretation. He thinks that continuous interpretation can be divided into the following two stages: first: listening and understanding message (I=L+M+N) second:

reorganizing message ( $I=Rem + Read + P$ ). “I” refers to interpretation, “L” means listen and analyze source language, M means the short-term memory required from hearing the information to storing it in the form of notes, N means note. And in stage two, Rem refers to extracting and deconstructing source language information. Read refers to reading notes and “P” refers to reproducing the target language information. Gile elucidates simultaneous interpretation as  $SL=L+M+P$ : SL is short for simultaneous interpretation. “L” refers to listening --- from the sound waves carrying source language information into the interpreter’s ears until the interpreter recognizes the words, and finally makes a judgment, the whole process of the thought content or concept expressed in the source language is formed in the brain. M is short-term memory --- All mental activities like storing the heard information in short-term memory until the target language information is produced. P is interpretation output --- the process of reorganizing and arranging sentences with the target language after obtaining content or concept of the source language until the target language is interpreted.

Whether it is continuous interpretation or simultaneous interpretation, short-term memory plays a very important role. Therefore, short-term memory ability is one of the specific skills that interpreters should develop in the first stage of training.

Short-term memory storage time is shorter, up to 30 seconds. The memory duration in the interpretation is shorter and more important in the interpretation process. Long-term memory storage information may last for a few weeks, a few months or even lifetime. It plays an important role in the process of understanding the knowledge. After an interpretation task, the next item is coming, and interpretation usually has different tasks, theme, and spokesperson. Therefore, the interpreter's memory training should focus on short-term memory capabilities and techniques.

Interpretation is an activity that after listening to the source language, the interpreter conveys the speaker's meaning to the audience in the target language through oral expression. According to the way of interpretation, it can be divided into the following four parts: consecutive interpretation, simultaneous interpretation, whisper interpretation and liaison interpretation. According to the occasion and content of the interpretation service, it can also be divided into four parts: conference interpretation, escort interpretation, community interpretation, court interpretation, and medical interpretation.

Interpretation teaching should add knowledge about English-Chinese translation, mainly the comparison of the two languages and simple examples of English-Chinese translation; classroom teaching should appropriately increase the content of English-Chinese translation, such as attaching a speech or a speech by a British or American person after each unit. Relevant documents of international conferences should be provided for students to do English-Chinese translation exercises during self-study, and teachers will choose the right time in a planned way to give the finishing touch guidance.

## ***1.2. Structure of This Thesis***

This thesis focuses on the importance of theoretical knowledge of interpretation training and the importance of distinguishing interpretation lessons from college general English teaching lessons. This thesis summarizes three main factors affecting college interpretation teaching, and proposes corresponding solution, hoping to provide an effective reference for the problems encountered in English interpretation teaching.

This thesis is mainly divided into five chapters. Chapter 1 serves as a connecting link between the preceding and the following, which includes the following three parts. The first part introduces the background of this research. It analyses the current relationship between English and interpretation teaching. Under this part, the need to care about the development of people according to the situation and needs of related disciplines in education is also included. It is necessary to make corresponding choices for the ideals and goals of human development, and make guiding and restrictive choices for the ways and methods of human development. The second part is about the significance of this research, which gives a brief introduction of the innovation point of this thesis. With the continuous development of globalization, the communication between China and other countries has become increasingly close. China is integrating into the world in economy, culture, politics and other aspects with a more ready acceptance. Therefore, English interpretation, as one of the bridges in intercultural communication, has been valued by more and more people. However, the studies of interpretation at home are relatively late, and research conducted abroad may not be suitable for the actual situation in China, which means that foreign research should not be used to cater to the domestic situation, instead, the essence should be taken away from the dross, some preferable methods in foreign interpreting research should be discovered, improved and then applied in practice. Part three is the structure of this thesis, which gives a brief

introduction of the content of each chapter.

Chapter 2 gives a more specific and profound introduction between English education and interpretation training. This chapter is divided into three parts. The first part is the principle of interpretation training, which includes some current and previous situation of both interpretation and English teaching. The second part is the application of English education in interpretation training, which includes a comparison of China and the west where interpretation is needed in order to adopt some advantages and avoid shortcomings. The third part makes a brief summary of the previous two parts.

## **2. Significance of Interpretation English Training**

With the acceleration of the process of globalization, the exchanges between China and other countries in the economy, culture, politics and other levels have become increasingly close. China is integrating into the big family of the world with a more open attitude, and the continuous rapid development has brought China huge opportunities and challenges. As one of the bridges of cross-cultural communication, English interpretation has become one of the most popular professions today. Therefore, many colleges and universities have opened English interpretation courses for English majors. It is used to improve students' English language ability and lay the foundation for good employment of students.

The purpose of the interpreting skill training is to enable students to be competent for the Chinese-English interpreting work of more in-depth topics or conferences. The communication on topics or conferences is two-way, and it is often not "I say you listen" but "You say I also speak", which requires interpreters to have the ability to translate from English to Chinese. What should be pointed out is that translating English into Chinese is not as easy as imagined. In most cases, students only know the meaning of English and cannot express accurately, smoothly and quickly in Chinese. It is therefore necessary to demonstrate the respective characteristics of the Chinese and English languages and the methods commonly used in mutual translation.

The training of interpreting ability first requires the following three conditions: bilingual ability, linguistic knowledge, and interpreting skills. It is generally believed that the standards for interpreting are: faithfulness, expressiveness, and elegance. Authenticity is faithfulness, fluency is expressiveness, and good-sounding is elegance. For the teaching of English interpreting, it can mainly be classified as English interpreting listening and distinguishing, interpreting memory, interpreting notes, interpreting conversion and comprehensive skills of interpreting teaching.

The listening and discerning of English interpreting mean that the "listening" in the interpreting is the process of listening and discerning the true meaning that the speaker wishes to express. In the teaching process, example sentences are mainly used to embody learning points. In addition, tense is very important in interpreting, because tense is an essential ideographic tool in English. Grasping the tense of the verb can provide a guarantee for the accuracy of the interpretation. It is also important to hear the logical relationship between sentence groups. From a logical point of view, there are usually the following six relationships between sentence groups: (1) causality relationship like because of, therefore, so. (2) transition relationship like although, yet, but. (3) conditional relationship like as long as, then, if. (4) concession relationship like even if, though, in despite of. (5) time order like then, after. 6. The cause-effect relationship like as a result, leading to. Besides, hearing the actual meaning of four-character phrases and expressions that have a rich cultural heritage can help interpreter understand the overtones of the speaker.

In the interpreting process, the interpreter must fully mobilize and coordinate the various resources of sensory memory, short-term memory and long-term memory in order to ensure the smooth progress of the interpreting work. The specific methods for cultivating these special skills are mainly divided into the following three types. The first method is information organization. In the process of listening to information, teach students to find out the logical relationship between the organization and the following of the information content as much as possible, which is helpful to improve the efficiency of students' short-term memory. The second method is repetition. Consciously repeating the same information can extend its storage time in short-term memory. Let the students consciously repeat the information they hear and do comparative experiments. The third method is information visualization. The content of the hearing is presented in the form of pictures in the brain, which can effectively strengthen the students' narrative and descriptive information materials, such as describing the topographic distribution map of China from east to west.

It is a common phenomenon that interpretation training focuses mostly on operational and practical capability while little attention has been paid to theoretical learning. However, theoretical knowledge is necessary in interpretation training. With the help of interpreting studies, many potential problems can be discovered and the quality of interpretation training can be improved. In this thesis certain solutions will be provided with specific methods for the problems in the process of college English interpretation skills and practical learning, so that English interpreting skills can be better applied to teaching as well as improving teaching quality and efficiency. Translation, especially interpreting, plays a pivotal role in many fields due to its convenience, high energy, and real-time advantages. Interpretation is also closely related to fields such as sociology, psychology, and linguistics. The connection between interpreting and these fields has contributed to the diversification of interpreting research. With the development of interpreting research, interpreting skills and practical methods are constantly being innovated.

As an important speech communication activity, interpreting requires interpreters to have a high comprehensive quality. Therefore, while interpreting teaching imparts theory, knowledge and skills, it is more important to improve students' enthusiasm for learning and cultivate students' learning abilities, such as strong psychological endurance, excellent memory, expression and communication skills, and their mastery of several languages (mother tongue and foreign language), the ability to have extensive knowledge and the ability to strictly abide by professional ethics, etc. Therefore, interpretation teaching not only plays a special role in consolidating students' foreign language proficiency, but also can play a role in improving the comprehensive quality of college students and promoting quality education.

Interpretation plays a very important role in various activities related to foreign exchanges. At present, teaching materials for interpreting are emerging one after another, and some have considerable influence. However, an important reason that restricts the better results of interpreting teaching is that interpreting teaching has not differentiated from English teaching.

Many interpreting teaching materials fail to highlight the skill training of interpreting teaching, instead, they pile up a large amount of reading materials and vocabulary on a certain topic, and avoid or pass by interpreting skills. There is almost no difference between many textbooks and translation textbooks, reading textbooks, and oral textbooks. These textbooks largely reflect the editor's understanding of interpreting teaching: interpreting skills are language skills. If students perform well in language skills, they can do a good job of interpreting. Similarly, this also invisibly makes the teachers of the interpreting class have a wrong understanding of the teaching of interpreting. Most teachers or students think that so long as they do well in English, their interpreting will also be good. This view is not entirely correct. Although interpreting is a comprehensive language operation activity that integrates audiovisual, listening, speaking, reading, and writing, yet interpreting teaching and language teaching are both different and connected in many aspects.

If college English teaching is to help students acquire the language communication skills of English listening, speaking, reading and writing, then interpretation teaching should use the language communication skills that students have acquired to help them master the conversion of bilingual thinking and communication skills. The paraphrase school represented by the Paris Higher Translation School clearly stated that interpreting teaching is not language teaching. Only the students' native language has a considerable level, and the so-called passive language (foreign language) knowledge has the same good comprehension ability as the native language, can it be carried out. In other words, the prerequisite for interpreting teaching is that students already have a relatively good bilingual foundation. The main purpose of interpreting teaching is not to improve bilingual skills, but to teach how to perform interpreting so that students can master interpreting skills. Interpretation as a teaching method can serve language teaching, but language teaching cannot replace interpreting teaching.

Interpretation, like written translation, is a tool for cross-language and cross-cultural communication. It is also an important form of communication for different language communities in modern life. It is a process of conversion of two kinds of thinking. But the communicative effect of interpreting is far more obvious than that of written translation. In a limited time, tasks such as listening and discerning, analysis, inference, thinking judgment, comprehension and memory must be completed. The result of cognitive process and logical thinking will be immediately revealed through expression. In interpreting, the content of information is more important than the form of language. In other words, the object of interpreting is not the language, but the information expressed by the language. There is no doubt that the basis of interpretation is written translation. On the one hand, to ensure the quality of interpretation, before the interpretation training, the translation must be completed at least simultaneously. On the other hand, the quality of the translation, to a large extent determines the level of the future interpretation or the possibilities of its development potential. The training of interpreters can not make full improvement without the basis of translation training.

Due to its specificity and strainability, interpretation teaching cannot be simply equivalent to speaking training or shorthand training. It is not a separate training of any skill, but a comprehensive skill training. Interpretation of its own law decided that interpretation teaching is in terms of teaching objectives, teaching principles, or from teaching methods and methods in language teaching. Therefore, in addition to the skill training lesson, the interpreting class is a comprehensive quality and comprehensive skill training lesson.

In this thesis certain solutions will be provided with specific methods for the problems in the process of college English interpretation skills and practical learning, so that English interpreting skills can be better applied to teaching as well as improving teaching quality and efficiency.

### **3. The Principle of Interpretation Training**

Contemporary Chinese interpreting should be the product of traditional Chinese translation thinking under the new historical conditions due to the new needs and demands of social development. It should have strong Chinese characteristics as well as obvious characteristics of the times. Interpretation has a long history. As a way of oral communication between people of different languages, interpreting has a history of more than 2,000 years in our country. Although there have been interpreters in western countries for hundreds of years, most of them are part-time personnel. Interpretation became a formal professional occupation in the early 20th century.

The Paris Peace Conference after the end of the First World War, due to the signing of the "Treaty of Paris", created a demand for interpretation between English and French. Therefore, the conference recruited a group of full-time interpreters for consecutive interpretation. Since then, the professional interpretation of interpretation gained recognition. Simultaneous interpreting came into being in 1945, that is, after World War II, the victorious nation used simultaneous interpreting in the trial of World War II war criminals in Nuremberg, Germany. This is the first time that electronic equipment has been used for interpreting. Inspired by this, the United Nations also began to use simultaneous interpretation extensively in 1946. In 1953, the first group of simultaneous interpreters established the "International Conference Interpreters Association" in Geneva, Switzerland. The establishment of this association marked the official beginning of the professionalization of interpretation. In the 21st century, with the influence of economic globalization and the increasing growth of China's foreign exchanges, interpreters play an indispensable role in communication as a bridge of cross-cultural communication.

Domestic studies in interpretation training started relatively late, and there are still some problems and challenges that cannot be underestimated in the teaching of interpreting. For example, most of the teachers who are the elements of interpreting teaching are still the results of language teaching traditions, lacking practical experience in interpreting; students' foreign language proficiency does not meet the requirements of professional interpreting training. Besides, the teaching level, teaching content, teachers' material level, or teaching methods still have many problems in quality monitoring and evaluation methods, so that "In the interpreting class, teachers complain that the class is difficult. Students complain about not being able to learn." (Lu Xinchao, 2006)

Liu Heping (2013) called on all kinds of colleges and universities to combine local characteristics to cultivate localized interpreters who serve the local economy. Whether for beginners or experienced interpreters, interpreting is a challenging task. As Phelan (2001) pointed out, the interpreter should not be careless when interpreting, otherwise the entire meeting may be ruined. Phelan believes that qualified interpreters should have good short-term memory to store the information they hear, strong long-term memory ability to analyze information in a specific context, and a high degree of concentration to analyze and process original language information. Nahmoodzadeh (1992) also pointed out that skilled interpreters should have strong memory skills. Gile (1995) emphasized the difficulties that may arise in the process of interpreting and their countermeasures through interpreting practice and observation, and further put forward the effort models. He believes that effort models can help interpreters understand the difficulties of interpretation and choose appropriate coping strategies. Effort models are theoretically based on the concept of processing capacity and the fact that "some mental activities require more processing capabilities." Gile proposed that continuous interpretation includes two stages: listening and understanding information, and information reorganization. Gile emphasized that short-term memory plays a very important role in both continuous interpretation and simultaneous interpretation. Short-term memory ability is also one of the specific skills to train interpreters in the first stage of interpreter training.

Interpretation is not based on the original text, engraving and overprinting the "blueprint". Interpretation is original and must be transcended: based on the "blueprint" and better than the

"blueprint." The interpreter can interpret the original meaning in the target language according to actual needs, and express his opinions appropriately when realizing the meaning of the conversion, so that the interpretation is neither damaged nor redundant.

In order to improve our country's interpretation, translation theory must reflect Chinese values and theoretical qualities. It is these specific values and qualities that make the translation theory stand on its own. Value is a test of the rationality of existing needs and development needs, and it is also a sustainable argument and judgment of such rationality. Value appeal is the subject's reasonable request for value. Value identification is also true value identification of scientific judgment. The original source of Chinese translation theory is in the hinterland of the Central Plains of China. This geo-human cultural activity produced the original ideas along with the introduction of Buddhism, and it also had a profound impact on the subsequent development and evolution.

Chinese translation theory began with the translation of Buddhist scriptures, and has generally experienced three evolutionary periods of connotation: it was initially the period of scientific and technological translation in the Ming and Qing Dynasties, which was mainly characterized by the consciousness of national development. The second period is the social science translation period in the late Qing Dynasty, mainly for the sense of suffering. The third period is the modern comprehensive translation period, which is mainly characterized by the national rejuvenation, the consciousness of revitalization and the consciousness of the country's return to unity.

All in all, throughout the 2000 years of Chinese translation history, most translators and theorists have great ambitions, directly linking personal destiny and career ups and downs with the people's livelihood and national destiny, and use translation careers to embody political ideas and political ideas to strengthen translation, which is rare in the history of Western translation, not to mention forming a mainstay and becoming a mainstream idea.

#### **4. The Application of English Education in Interpretation Training**

Comparative research can make related disciplines between different cultures show similarities and differences in depth and breadth. Thus, the structural characteristics, goal setting, function distribution, systematicness and category theory, development level and even the advantages and disadvantages of theoretical discourse of both parties can be revealed.

More importantly, this multi-dimensional manifestation has a very positive comparison effect. The comparison effect is conducive to stimulating causal research, and it can stimulate researchers to explore in-depth relationship between results that form similarities or differences. Such exploration will not only involve objective factors such as cultural and historical traditions, regional economic patterns, regional politics, and synchronic ideological differences, but will also inevitably cause researchers to review and evaluate the subject's epistemology and methodology. Obviously, all this is undoubtedly extremely important for the deepening development of related disciplines on both sides.

Comparison effects can also trigger orientation adjustments. As far as the countries in the world need interpretation, the development of interpretation in these countries cannot be at the same level, but it is likely to be extremely uneven. The difference of historical and geographical origin culture can make the level and characteristics of academic development vary greatly. Comparative research can open up channels for different cultural cognitions and eliminate obstacles, so that relevant parties can learn from each other's strengths and adjust their research and development directions, research biases and research strategies in a timely manner.

The comparison effect also helps to form or promote academic consensus and interaction, so as to achieve complementary positive results. This is of great benefit to the research and development of relevant parties. Academic research also needs to "know oneself and the enemy" in order to "know all battles". This kind of combat is just a competition in research ideas, observation perspectives, research fields, project design, theory construction, and countermeasures. Obviously, it is a benign competition. Comparative research helps to understand one another, learn from each other's strengths, eliminate unnecessary disputes and discrimination, and thus can promote their respective benign development.

To conduct comparative research on translation theories, one should undertake a multi-perspective, multi-dimensional exploratory research task, so that the two or more parties of the comparison can be the objects of reference.

One of the basic characteristics of interpreting is determined by specific time and space conditions



and historical continuity, and the specific historical value formed from this can be causally related to other characteristics, forming a value system of interpreting. Interpretation has become global cross-language-cultural, and it is no longer the same as before. This general trend urges interpreters to take into account China's long historical and cultural traditions and national conditions, to appropriately draw close to the main source of interpretation, the world, especially the West, in terms of interpretation thinking and basic values, in order to achieve language complementarity. Therefore, our basic attitude should be to carry forward old traditions and absorb new ideas.

At present, domestic interpreting teaching research is becoming more and more systematic. Most researchers begin to have the consciousness of constructing interpreting teaching system engineering, and discuss and study interpreting teaching in terms of level assessing, course setting, textbook compilation, teaching mode, teaching method, teacher training and so on. Researchers began to consciously reflect on the methodology of domestic interpreting research. Some papers have been used to compare with Western interpreting research, reflecting on the defects of domestic interpreting research, such as extensive research classification, lack of empirical research, strong closedness, and too pragmatic. Some papers pointed out that the overall path of interpretation research should be developed in the direction of interdisciplinary research, and the research methods should be transformed from original subjective speculation and practical experience summary to objective description and empirical analysis based on data. Other papers systematically analyzed the application of empirical research methods in published interpretation papers. Besides, most of the researchers have stepped out of subjective, abstract, and isolated stages of prescribing interpreting quality standards. They have begun to systematically explore the many variables involved in interpreting quality, and pay attention to distinguishing the key concepts of interpreting quality research, such as interpreting performance evaluation, interpretation ability assessment, interpreting teaching assessment. Interpretation quality assessment research has a broader horizon. The scientific level of domestic interpretation research is improving.

The mainstream of contemporary Western translation thought is to focus on the purpose of communication, the form of communication, and the effect of communication, the function of the translator and suppress the original author's connotation and to focus on the tendency of the translation and suppress the foreign culture reflected in the original, and adapt the foreign culture and values to the native culture. Western translation theory's attitude towards tradition can bring us both positive and negative enlightenment. The advantage of this translation theory is that it does not stick to the rules, but reshapes the tradition. And, the traditional transformation from rebellion may not be a scientific endeavor. This kind of translation theory only pays attention to one or a few aspects, and it cannot be compared with the harmony and coordination emphasized by Chinese translation thought.

The theoretical concepts of translation mostly come from the translators' long-term and persistent experience of translation, and from their observation and review of themselves and their peers. Therefore, the experience here includes both direct experience and indirect experience. Contemporary translation thoughts of various schools often cover aspects such as epistemology, methodology, and value theory, and the translation thoughts of members of the same school are not all unified. Therefore, we must not simplify our research, we must master the dialectics of specific analysis for specific problems, and learn to look at the problems as comprehensively and profoundly as possible.

Western interpreting research has a relatively long history, relatively complete and systematic research, with a relatively fixed research team or research base, forming a research mechanism and environment for mutual collaboration, resource sharing, and information exchange among various disciplines. The history of interpreting research in China is relatively short, and the research is relatively fragmented. There is no relatively fixed research institution or group. The communication and sharing of personnel, resources and information are greatly restricted, and it is difficult to form the scale effect of interpreting research, which is not conducive to interpreting research and in-depth development.

## 5. Conclusion

Bao gang (2005) points that at present, the overall research on Chinese interpreting theory is still very weak. The main manifestation is that the type of research is relatively sole, mostly applied theoretical research, and there are few objective descriptive researches on actual interpreting activities and processes. Moreover, there are few developments and innovations in existing theories or concepts, so it is difficult to open up new research fields or discover new research directions, and there are few ideas and creations of new research methods and models. In addition, the systematicity and continuity of theoretical research is not good enough, and it is mostly manifested as discretized judgments or explanations of specific issues,

and it is difficult to form a comprehensive summary and analysis.

Pchhacker(2004) points out that in the 1950s, a number of works with a summary of interpreting experience and introduction of interpreting norms appeared as the main content, marking the official beginning of western interpreting research. Nowadays, due to the wide application of modern communication technology, various new forms of interpreting activities such as TV interpreting, telephone interpreting, videophone interpreting, automatic interpreting, are becoming more and more popular. The nature of interpreting in the new environment, work procedures, quality evaluation and other issues are getting quite in-depth analysis and discussion. Pchhacker also thinks that at present, interdisciplinary research awareness and empirical research methods have become the mainstream of western interpretation research methodology. The main manifestation is that the papers and monographs published in recent years are obviously based on empirical research, and their number far exceeds general experience summaries or pure theoretical elucidating research, and most of them are based on related subject theories and ideas. The effective reference and application of interpreting activities have carried out multi-level and multi-angle explorations to enrich and deepen the understanding of the interpreting process.

In contrast, domestic interpreting research tends to be more pragmatic and emphasizes the practical guiding value of research on interpreting practice or teaching. Applied research often occupies the dominant position in all interpreting research. Interpretation research stays more at the level of practical methodology, and does not pay much attention to the objective description and analysis of interpreting activities, trying to explain or demonstrate the deep cognitive processing process or society of interpreting, and pure theoretical research on cultural factors is less important. The notion that interpretation has no theory and that interpretation theory is useless are still relatively common.

In view of the above-mentioned gaps in Chinese interpreting, we should further clarify our future development strategy and take corresponding measures to promote the systematic and scientific process of Chinese interpreting research.

While absorbing and drawing lessons from relevant discipline principles and ideas to explain or illustrate interpreting activities, it should also combine the actual situation of Chinese interpreting, use the special combination of Chinese and other languages as the research materials, and take the actual interpreting process and phenomena as the research objects, use empirical data to verify and analyze existing theories or principles, and then propose new ideas or viewpoints. Interpretation research should not stop at the surface level of language conversion, but should focus on in-depth investigation and analysis of the internal mechanisms of interpreting, such as interpreting thinking and understanding, interpreting psychological prediction mechanisms, and interpreting memory work patterns.

While attaching importance to the practical guiding significance of interpreting research, the cognition and value-oriented role of theoretical research cannot be ignored. Scientific research methods are comprehensive, systematic, and professional. Without in-depth theoretical reference, it is not only difficult to form an objective and comprehensive understanding of interpreting activities, but also interpreting teaching and practice can only be a personal experience-based summary and teaching. It is difficult to achieve universal interpretation and application effects. Therefore, while emphasizing the combination of macro-discourse and micro-analysis, qualitative research and quantitative research, and multi-disciplinary research methods that learn from each other, we should also strengthen the combing and summary of specific research methods such as investigations, observations, and experiments in combination with the practice of interpretation, clarify its strengths and weaknesses. Interpretation theory cannot be separated from the practice of interpreting and become a vague fantasy. It should be based on actual interpreting activities, with specific interpreting phenomena as the research object, and digging out intrinsic characteristics through phenomena. Interpretation theory should strengthen the study of research methods and research procedures through case analysis, curriculum settings, seminars and lectures, and improve the application effect of specific methods.

Under the new situation, various new interpreting forms due to the application of new technologies will inevitably become more and more common in China. These new interpreting methods will inevitably focus on a series of key standards, quality, loyalty, and hospital roles. New challenges to the study of interpreting will also be brought to the face of new tasks in interpreting teaching. It is worthy of constant attention and worthy of in-depth discussion and research by researchers. Interpreters combine with researchers from other disciplines to make the best of each other's respective advantages in interpreting cognition and research methods, and to enrich research perspectives, improve research levels. In addition, increasing the intensity of interactive communication at home and abroad, deepening the level of communication, and increasing the universality of research conclusions are conducive to the effective

combination of the macro and the micro, and jointly promote the scientific development of interpreting research.

In short, to reach a new height, interpretation research must not only combine the characteristics of interpreting and answer questions that are of interest to interpreting research that can only be solved by interpreting research, but also combine the actual situation of the interpreting industry and teaching.

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