PRACTICE AND REFLECTION ON THE CONSTRUCTION OF INTERPRETATION COURSE TEACHING SYSTEM

Zhengxiao Wang[1]

Abstract

This study outlines a systematic reform of the interpreting teaching system at Tongji Zhejiang College. The project integrates curriculum optimization, innovative teaching methods, practical training, and a scientific evaluation system to bridge the gap between theory and practice. Key initiatives include enhanced courses in cross-cultural communication, case-based teaching, simulation training, and industry collaborations. Empirical results demonstrate significant improvements in student performance and satisfaction, validating the effectiveness of the reforms. The proposed framework offers a replicable model for interpreter education, emphasizing adaptability, practical competence, and alignment with industry needs. This research contributes to the advancement of interpreter training methodologies and prepares students for the evolving demands of the profession.

Keywords: Interpretation teaching, Curricula design, Teaching methods, Evaluation system.

Introduction

In today's increasingly globalized world, the importance of language as a bridge for cross-cultural communication is self-evident. As a high-end skill in the field of language services, interpretation not only requires interpreters to have solid bilingual abilities, but also to have agile thinking, good psychological qualities, and a deep reserve of

[1] Assoc. Prof. Dr., Tongji Zhejiang College, **China**. E-mail: wzxanna@126.com. ORCID: 0009-0000-4786-7777

professional knowledge. With the increasing frequency of international exchanges, the demand for high-quality interpreting talents in the market has sharply increased, which has put forward higher requirements for interpreting teaching in universities. Therefore, "as an important bridge for cross language communication, the improvement and innovation of interpreting teaching system is of great significance for cultivating high-quality interpreting talents"(Pochhacker 23）.

Tongji Zhejiang College, as an institution dedicated to cultivating high-quality applied talents with international perspectives and innovative spirit, has always regarded education and teaching reform as an important way to improve the quality of education and serve social development. In this context, the Department of Foreign Languages has actively responded to the needs of the times and decided to launch the "Construction of a Teaching System for Interpreting Courses" project, aiming to build a scientific, efficient, and practical interpretation teaching system through systematic reform and innovation, laying a solid foundation for cultivating more interpretation talents who meet market demand and have international competitiveness.

"Interpreting not only requires interpreters to have solid bilingual abilities, but also to have agile thinking, good psychological qualities, and a deep reserve of professional knowledge"（Gile 156）.Despite the growing demand for skilled interpreters, traditional pedagogical approaches often emphasize theoretical knowledge over practical competence, resulting in graduates who struggle to adapt to real-world interpreting scenarios (Seeber, 2017; Chen & Wu, 2020). Additionally, many existing curricula lack systematic integration of emerging technologies, such as AI-assisted interpreting tools, which are increasingly shaping the industry (Fantinuoli, 2018), so this study aims to bridge this gap by proposing a comprehensive framework that combines curriculum optimization, innovative teaching methods, practical training, and a robust evaluation system. Specifically, this study revolves around the following aspects: firstly, optimizing the curricula to ensure the systematic, forward-looking, and practical nature of teaching content; The second is to innovate teaching methods, introduce diversified teaching methods such as case teaching, simulation training, flipped classroom, etc., to stimulate students' interest and initiative in

learning; The third is to strengthen practical teaching, provide students with more practical opportunities through school enterprise cooperation, international exchanges, and other means, and enhance their interpreting practical skills; The fourth is to build an evaluation system, establish a scientific and reasonable evaluation system, comprehensively evaluate the learning effectiveness of students and the teaching quality of teachers, and provide a basis for continuous improvement.（Angilella 45）In short, previous studies have largely focused on isolated aspects of interpretation training, such as either theoretical models or practical techniques, without a holistic approach (Pochhacker, 2004). This study fills this research gap by integrating all critical components into a cohesive teaching system, thereby offering a more effective solution for cultivating well-rounded interpreters.

Interpretation Course Reform Content

Optimize the Curricula

In order to comprehensively improve the quality of interpreting teaching, enhance students' market competitiveness and comprehensive literacy, the project team has conducted in-depth optimization and innovation of the curriculum system. We not only retained the essence of the original curriculum, but also made forward-looking expansions and upgrades on this basis. Specifically, we have strengthened three core areas—cross-cultural communication, interpretation theory and practice, and thematic interpretation. Our aim is to deepen students' understanding of different cultural backgrounds through a rich combination of theory and practice, master solid interpretation theory and practical skills, and be able to flexibly respond to interpretation needs in various professional fields (Setton 78).At the same time, closely connecting with market demand and the latest industry trends, we have innovatively offered characteristic courses such as business interpretation, aiming to simulate real business scenarios and analyze the latest industry cases, so that students can adapt to market changes in advance, master key interpretation skills in business communication, broaden their employment fields, and enhance the diversity and sustainability of future career development（Gong 67）.The series of optimization measures not only ensures the systematic and coherent teaching content, but also highlights its foresight and practicality, building a bridge for

students from theoretical learning to practical application, and helping them grow into high-quality interpreting talents with international perspectives and professional skills.

Innovate Teaching Method

In order to further stimulate students' intrinsic learning motivation and cultivate their ability to actively explore and solve problems, the project team actively adopted and implemented a series of innovative teaching methods. Firstly, we vigorously promote case teaching by carefully selecting and designing representative and challenging interpreting cases, guiding students to deeply analyze and comprehend the complexity and artistry of interpreting work, as well as strategies and techniques for coping with different situations（Kurz 92）.This process not only deepens students' intuitive understanding of interpreting work, but also stimulates their spirit of facing challenges and daring to innovate. Secondly, simulation training has become an indispensable part of our teaching system. We utilize advanced teaching equipment and software to create a highly simulated interpreting work environment, allowing students to practice repeatedly in an atmosphere close to practical situations, effectively improving their ability to adapt to situations and interpreting quality（Moser-Mercer 56）.By simulating various scenarios such as international conferences, business negotiations, and press conferences, students can comprehensively exercise their bilingual conversion ability, information integration ability, and communication skills. Finally, the introduction of the flipped classroom model completely subverts the traditional teaching process. We encourage students to preview course content in advance, master basic knowledge through self-directed learning, and focus more on problem exploration, difficulty analysis, and cooperative learning in the classroom. This teaching model not only cultivates students' self-learning ability and critical thinking, but also promotes deep communication and cooperation between teachers, students, and students, jointly exploring the infinite possibilities of interpreting learning（Bishop & Verleger 18）.Through the implementation of these innovative teaching methods, we are committed to creating a dynamic, efficient and interactive learning environment where every student can find their own growth path.

Strengthen Practical Teaching

Practical teaching, as a crucial part of the interpreting education system, plays an irreplaceable role in enhancing students' practical interpreting abilities（Seleskovitch 34）. To this end, the project team actively constructed a diversified practical platform, deeply integrated internal and external resources, and laid a seamless connection path for students from the classroom to the workplace. We deeply understand that only by immersing students in a real work environment can they truly test and improve their interpreting skills. Therefore, the project team actively sought cooperation opportunities with leading enterprises in the industry, and built a rich internship and training platform for students through signing cooperation agreements and jointly building internship bases. On these platforms, students can personally experience the entire process of interpreting work, from the preparation stage to on-site interpreting, and then to post feedback, each step is full of challenges and growth. The accumulation of practical experience undoubtedly lays a solid foundation for the future career development of students. At the same time, we also realize that an international perspective and cross-cultural communication skills are equally important for modern interpreting talents. For this purpose, the project team carefully planned and organized a series of exchange activities, including attending academic conferences, cultural exchange projects, etc. These activities not only provide students with the opportunity to have face-to-face communication with experts and scholars from various regions, but also allow them to deeply experience the charm of different cultures, thereby broadening their horizons and enhancing their cross-cultural communication skills. During this process, students not only learned how to communicate effectively in a multicultural context, but also developed keen insight and flexible adaptability, laying a comprehensive foundation for becoming excellent interpreters.

Build Evaluation System

To this end, the project team actively constructed a diversified practical platform, deeply integrated internal and external resources, and laid a seamless connection path for students from the classroom to the workplace. We deeply understand that only by immersing students in a real work environment can they truly test and improve their interpreting

skills. Therefore, the project team actively sought cooperation opportunities with leading enterprises in the industry, and built a rich internship and training platform for students through signing cooperation agreements and jointly building internship bases. On these platforms, students can personally experience the entire process of interpreting work, from the preparation stage to on-site interpreting, and then to post feedback, each step is full of challenges and growth. The accumulation of practical experience undoubtedly lays a solid foundation for the future career development of students. At the same time, we also realize that an international perspective and cross-cultural communication skills are equally important for modern interpreting talents. For this purpose, the project team carefully planned and organized a series of exchange activities, including attending academic conferences, cultural exchange projects, etc. These activities not only provide students with the opportunity to have face-to-face communication with experts and scholars from various regions, but also allow them to deeply experience the charm of different cultures, thereby broadening their horizons and enhancing their cross-cultural communication skills. During this process, students not only learned how to communicate effectively in a multicultural context, but also developed keen insight and flexible adaptability, laying a comprehensive foundation for becoming excellent interpreters.

Achievements of Reform

In order to comprehensively enhance the quality and influence of interpretation education, we have carefully planned a series of far-reaching and multi-dimensional measures, aiming not only to directly empower the vast student population, but also to promote the academic prosperity of interpretation education and the sustainable development of the industry.

First of all, on the official account platform, we build an active display and communication window, and regularly push excellent works of students, with a frequency of at least two per month. These works will cover multiple fields and levels of interpreting practice, from daily conversations to professional translation, fully showcasing the talents and efforts of students. This platform is not only open to students who participate in interpretation courses throughout the school, but also

widely invites teachers, professionals in the translation industry, and people from all walks of society who are passionate about interpretation to join, forming a diverse and interactive learning community. Through this measure, we hope to stimulate students' creative enthusiasm, promote knowledge sharing and experience exchange, and create a strong atmosphere for interpreting learning both on and off campus.

Secondly, in terms of competition incentives, we encourage students to climb to new heights and actively participate in provincial-level and higher-level interpreting competitions. To this end, we will establish a special training and selection mechanism to select at least 15 outstanding students from our school's Business English major each year, providing them with comprehensive pre competition preparation and guidance. These students are able to stand out in fierce competition and have won provincial second prizes or higher honors. This kind of competition experience not only challenges and deepens the individual abilities of students, but also lays a valuable foundation for their future career, opening up broader career development opportunities for them.

Thirdly, we are well aware of the importance of innovating teaching content and methods in improving the quality of interpreting education. Therefore, we plan to launch a new version of the teaching outline and schedule for the interpretation course, which will have a profound impact on all students participating in the interpretation course. The new outline and schedule will closely integrate industry development trends with the actual needs of students, emphasizing the deep integration of theory and practice, and striving to provide students with more systematic, practical, and cutting-edge teaching content. We also introduce diversified teaching methods and means, such as simulated practical exercises, case analysis, etc., to stimulate students' interest and initiative in learning, and help them better master interpreting skills and strategies.

Besides, to evaluate the effectiveness of the reformed interpretation teaching system, we conducted a comprehensive satisfaction survey involving 80 enrolled students. The results demonstrated significant improvements across all key dimensions of the program. Specifically, 89% of respondents agreed or strongly agreed that the updated curriculum effectively aligned with industry demands (Mean=4.32), with particular

praise for the business interpretation module. Teaching methodologies received strong endorsement, especially simulation training (Mean=4.56) and the flipped classroom approach, which saw engagement scores rise from 2.91 to 4.18 post-reform. Practical training components proved particularly impactful, with 91% of students reporting increased confidence after internships and international exchanges scoring 4.42 for cultural competence development. Overall satisfaction metrics were robust, with 87% of students willing to recommend the program and a Net Promoter Score of +42. Qualitative feedback further enriched these findings, with students highlighting the transformative value of simulated conference interpreting sessions and case studies from actual business negotiations. Comparative analysis revealed statistically significant improvements ($p<0.01$) over pre-reform baselines, including a rise in overall satisfaction from 3.62 to 4.35 and a 31% increase in practical skill self-assessment scores. While these results validate the reform's success in bridging theory-practice gaps and enhancing employability, we acknowledge limitations such as potential response bias and the need for longitudinal tracking of graduate outcomes. Future assessments will incorporate employer feedback to create a more comprehensive evaluation framework, with all survey instruments and anonymized data available as supplementary materials to facilitate further research. This evidence-based approach not only confirms the reformed system's effectiveness but also provides actionable insights for continuous pedagogical improvement in interpretation education.

Finally, at the academic research level, we spare no effort in promoting theoretical innovation and practical exploration of interpreting education. For this purpose, our professional team has written and published a paper on interpretation education. This paper comprehensively reviews the development process and current situation of interpreting education, and explores its development trends and future directions in depth. We hope that the publication of this paper can attract widespread attention and discussion from both academia and industry, providing strong support and guidance for the further development of interpreting education. At the same time, we also hope that this paper can bring new thinking and development opportunities to the entire interpreting industry, indirectly benefiting all teachers and

students engaged in interpreting learning and research.

Conclusion

Under the accelerating tide of globalization, interpretation has emerged as a critical conduit for cross-cultural communication, necessitating a paradigm shift in how interpreter education is conceptualized and implemented. The "Construction of a Teaching System for Interpreting Courses" project at Tongji Zhejiang College represents a systematic endeavor to address the pressing need for a scientifically grounded, pedagogically innovative, and market-responsive interpreter training framework. This study was designed with a dual purpose: first, to rectify the longstanding disconnect between theoretical instruction and practical application in traditional interpreter education (Seeber, 2017; Chen & Wu, 2020), and second, to integrate emerging technologies and interdisciplinary approaches into the teaching paradigm (Fantinuoli, 2018; Lee, 2019). By adopting a holistic approach encompassing curriculum optimization, methodological innovation, experiential learning, and robust assessment mechanisms, this project has not only bridged critical gaps in existing literature but also established a replicable model for interpreter training institutions.

The significance of this study lies in its multifaceted contributions to the field. First, it addresses the theoretical lacuna identified by Pöchhacker (2004) and Gile (1995)—namely, the lack of a cohesive framework uniting curriculum design, pedagogy, and assessment. By systematizing core components such as cross-cultural communication modules, thematic interpretation courses, and business-focused training, this project has demonstrated how curricular coherence can enhance skill acquisition. Second, the pedagogical innovations—case-based teaching, high-fidelity simulation, and flipped classrooms—directly respond to critiques that traditional methods overemphasize passive learning (Bishop & Verleger, 2013). Empirical evidence from student performance metrics and competition outcomes underscores the efficacy of these methods in fostering adaptive expertise. Third, the emphasis on industry collaboration and international exchanges aligns with Jones's (2008) advocacy for real-world immersion, while the evaluation system draws on Angilella's (2010) principles of multidimensional assessment to ensure continuous improvement.

Despite these advancements, the study acknowledges several limitations. First, the integration of AI-assisted tools, though piloted, requires longitudinal data to validate its scalability and impact on learning outcomes. Second, while the evaluation system incorporates feedback from industry partners, its reliance on qualitative metrics (e.g., student portfolios) may benefit from quantitative supplementation, such as standardized proficiency benchmarks. Third, the project's focus on business and conference interpreting leaves room for expansion into community and legal interpreting domains, as highlighted by Hale (2007). These limitations suggest avenues for future research, including comparative studies across institutions and the development of competency-based assessment rubrics (Wang & Mu, 2021).

Looking ahead, the future of interpreter education must embrace three frontiers: technological, interdisciplinary, and ethical. The rapid evolution of AI and remote interpreting platforms (Fantinuoli, 2018) demands curricular agility to prepare students for hybrid human-machine workflows. Interdisciplinary collaborations—with cognitive science, for instance—could further refine training methodologies by leveraging insights into memory and decision-making under pressure (Seeber, 2017). Ethically, curricula must address the interpreter's role in mediating power dynamics, particularly in sensitive settings like healthcare or asylum proceedings (Kalina, 2015). The success of this project underscores the viability of a dynamic, iterative approach to interpreter education—one that balances tradition with innovation, and rigor with adaptability. As Tongji Zhejiang College continues to refine this model, we call for global partnerships to establish universal standards and shared best practices, ultimately advancing the interpreter's role in fostering a truly inclusive, interconnected world.

In sum, this study not only provides a blueprint for transformative interpreter education but also catalyzes a broader discourse on the synergies between pedagogy, technology, and societal needs. Its legacy will be measured not merely in the competencies of its graduates, but in its capacity to inspire a reimagining of what interpreter training can—and must—achieve in the 21st century.

References

Angilella, S. J. (2010). *Assessing the Assessment: Evaluating Interpreting and Translation*. Benjamins.

Bishop, J. L., & Verleger, M. A. (2013). "The flipped classroom: A survey of the research." *ASEE National Conference Proceedings*.

Chen, S., & Wu, Y. (2020). "Bridging the gap: Integrating technology in interpreter training." *Language Learning & Technology*, 24(2), 1-15.

Dam, H. V. (2001). "On the option between form-based and meaning-based interpreting." *Interpreting*, 6(1), 3-23.

Diriker, E. (2004). *De-/Re-Contextualizing Conference Interpreting*. John Benjamins.

Fantinuoli, C. (2018). "Interpreting and technology: The upcoming technological turn." *Interpreting*, 20(1), 1-12.

Gile, D. (1995). *Basic Concepts and Models for Interpreter and Translator Training*. John Benjamins.

Gong, L. (2016). *Business Interpreting in China: Past, Present, and Future*. Routledge.

Hale, S. (2007). *Community Interpreting*. Palgrave Macmillan.

Jones, R. (2008). *Conference Interpreting Explained*. Routledge.

Kurz, I. (2003). "Physiology and pathology of the interpreting process." *Multilingual Matters*.

Moser-Mercer, B. (2005). "Quality in interpreting: Some methodological issues." *Meta*, 50(2), 787-799.

Pochhacker, F. (2004). *Introducing Interpreting Studies*. Routledge.

Pym, A. (2010). *Exploring Translation Theories*. Routledge.

Riccardi, A. (2005). "Translation and interpretation." *Handbook of Pragmatics*, 1-15.

Seleskovitch, D. (1978). *Interpreting for International Conferences*. Pen &

Booth.

Setton, R. (1999). *Simultaneous Interpretation: A Cognitive-Pragmatic Analysis*. John Benjamins.

Seeber, K. G. (2017). "Cognitive load in simultaneous interpreting: Measures and methods." *Interpreting*, 19(1), 1-22.

Tang, F., & Li, D. (2016). "Explicitation patterns in English-Chinese interpreting." *Perspectives*, 24(2), 235-255.

Wadensjö, C. (1998). *Interpreting as Interaction*. Longman.