

A Review of Studies on the Domestic Interpretation Teaching in Recent Ten Years(2011-2021) based on the CNKI Database

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Abstract

Over the past five decades, Chinese interpretation teaching has been developing continuously. More progress has been made during the last ten years since the advancement of the artificial intelligence and corresponding technologies. Based on the CSSCI publication on the CNKI database relevant to interpretation teaching, this paper made quantitative analysis of the hot, though there are a lot of studies about interpretation teaching from a practical point of view, this field is still short of systematic theory to guide further study. Therefore, some guiding theories in the future are highly recommended in this paper.

Keywords

Domestic Interpretation Teaching; CNKI Database; Prospect.

1. Introduction

Interpreting, as a form of translation, refers to the timely and accurate verbalization of what is expressed in one language into another language. It has occurred as a human activity since the beginning of human interaction between different peoples and countries (Li Nanqiu, 2002). Therefore, the history of interpreting as a social phenomenon can be traced back to a long time ago. However, interpreting has been studied by experts as a discipline in a relatively late time. Compared to Western interpretation teaching which began in the 1920s, Chinese interpretation teaching started nearly half a century later. Even though the starting point of domestic interpreting was rather low, it developed at a fast pace.

Domestic interpretation teaching germinated after 1978. It started in 1979, in order to meet the needs of reform and opening up, several foreign language universities had taken the lead in the development of interpreting teaching, including Beijing Foreign Studies University and Guangdong University of Foreign Studies (Liang jing & Fu Rongbo, 2018). However, interpretation training at that time focused more on practicality, therefore it lacked systematicness and theory. During the period of 1990-1999, there was an upward trend of domestic interpretation training, which not only the number of schools that offered interpretation courses, but also foreign languages for studying increased. At the same time, the research on interpretation teaching expanded from techniques and methods to the fields of simultaneous interpretation teaching, interpreting quality and interpreting materials (Zhan Cheng, 2009). After the 21st century, with the policy support of the Ministry of Education and other relevant departments, the communication between domestic interpretation researchers and their foreign counterparts has become frequent. The domestic interpretation training tends to be professional and specialized, which makes it flourish than ever before.

In recent ten years, with further development of domestic interpretation teaching, many new areas and hot spots have emerged. Therefore, this paper illustrates the situation by visualizing the research subjects, key terms and hot spots.

2. Methodology and Intention

2.1. Methodology

This paper chose relevant papers concerning Interpretation teaching published from 2011 to 2021 from the CNKI database as the research sample. All the papers are within the scope of CSSCI articles to clearly demonstrate the hot spots. Excel was also employed as an auxiliary measurement tool to offer vivid pictures for researchers to study previous study topics and their key terms.

2.2. Intention

This paper concentrates on articles from the last decade in order to provide an overview of the development of domestic interpretation teaching. By visualizing the research trend, key terms and hot spots of this field can help anticipate future domestic studies, solve existing problems and take China’s interpretation teaching career to the next level.

3. Characteristics and Analysis of the Previous Study

This paper provides a detailed description of dynamic patterns and hot spots in the research or domestic interpretation teaching.

3.1. Trend of Domestic Interpretation Teaching Studies

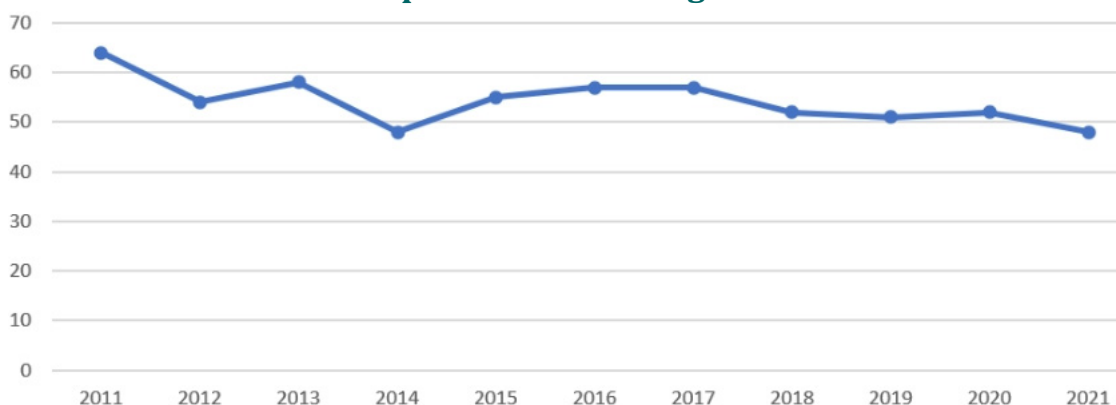


Figure 1. The Annual Trend of Key Publication on Interpretation Teaching from 2011 to 2021

According to the CSSCI database from 2011 to 2021 (Figure 1), the number of key articles published during this time peaked in 2011 (64 articles), and reached its bottom in 2021 (48 articles), which is the same number in 2014. Despite the fluctuation during 2012 to 2015, it indicated an overall downward trend in relevant research.

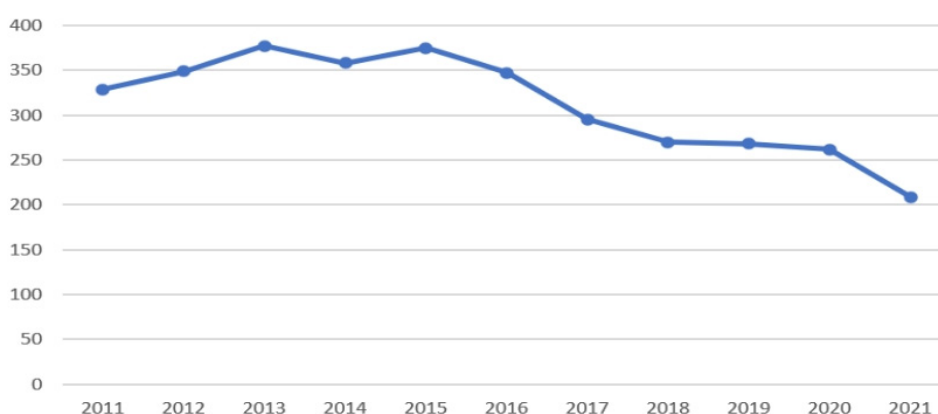


Figure 2. The Annual Trend of Publication on interpretation teaching from 2011 to 2021

In 2011, the publication of *A Coursebook of Interpreting Between English and Chinese*, edited by Ren Wen led to a surge of research on interpretation teaching, especially in the field of interpretation teaching at college level.

In order to figure out whether the prospect of interpretation is experiencing a declining trend, the annual trend of articles from general publication (Figure 2) was also under investigation. Although the number of common articles shows a decline overall, it increased from 2011 to 2013 from 329 articles to 377 articles and fluctuated between 2013 and 2015.

Following the in-depth study of interpretation teaching at college level and its key articles in 2011, many domestic scholars have conducted further research on it. For example, based on the aim of interpretation teaching and current teaching situation, Tian Sha (2012) discussed the selection of materials and textbooks for training interpreting from two aspects: language and theme; Duan Yan and Wang Wenyu (2012) found that short-term memory is an important skill of interpretation and a challenge for the teaching of interpretation. This teaching model was also well accepted by students.

By observing the process of interpretation courses, Fang Ju (2012) thought that this process can help cultivate critical thinking of students in foreign language major when they are seeking learning and coping strategies. Therefore, early studies on interpretation teaching provided a foundation for contributing to a surge of common publication in 2013.

3.2. Key Words of Research on Interpretation Teaching

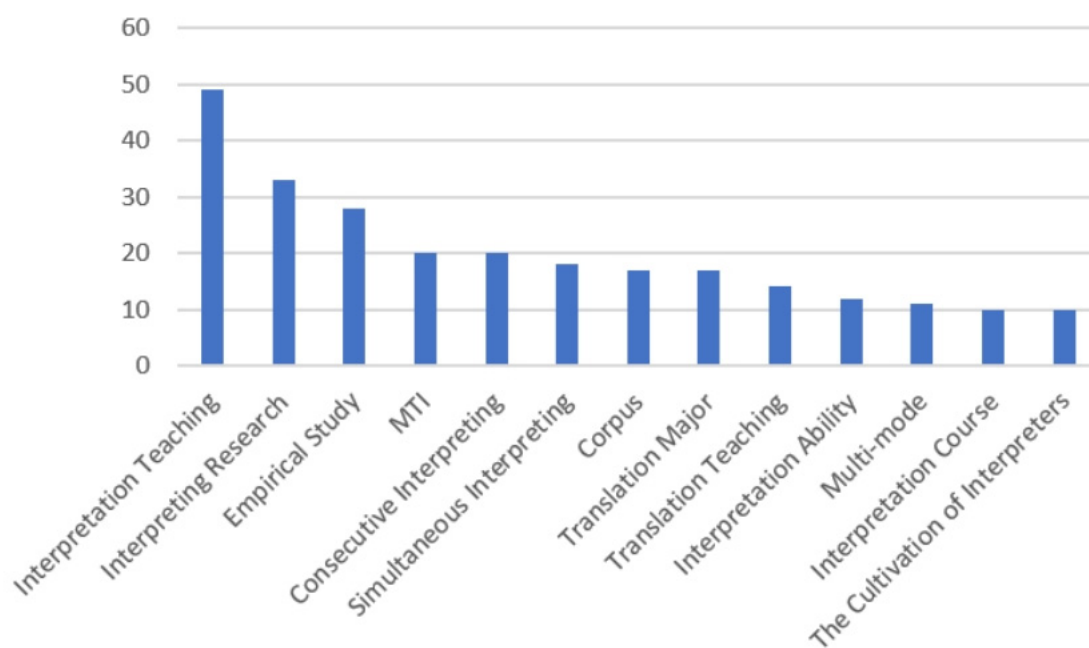


Figure 3. Key words from Key Publication on Interpretation Teaching

According to the bar chart, it is obvious that apart from the repetitive theme “interpreting teaching”, empirical study, consecutive interpreting, simultaneous interpreting are the most popular terms in major publications about interpretation teaching published between 2011 and 2021. At this period, many scholars studied two main forms of interpreting: consecutive interpreting and simultaneous interpreting and even combined them with the Internet and corpus to improve the efficiency of interpretation and better cultivate interpreters. These scholars include Shao Xian (2018), Lai Weihua and Zhu Weiguo (2018), Lu Xinzhao (2020), Liu Jian and Chen Shuiping (2020).

4. Conclusion

Based on the CNKI database, this paper represents an elaborate summary of the domestic publication trend and the latest hot spots in the field of interpretation teaching. It was discovered that the early studies before 2013 served as a foundation for the increase at that year. Also, the forms of interpreting and the practice of it have always been popular topics of interpretation teaching. These days, many scholars are trying to link interpreting with modern technologies and bring them into the classroom.

It is worth mentioning that even though the interpretation teaching at college level is well mature, it still lacks systematic theory. Therefore, it is quite advisable for domestic scholars to apply theories from psychology, education and other fields to help refine domestic research system.

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