

The Approaches of Improving the Students' Intercultural Awareness in Interpreting Class

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Abstract

With the implementation of Opening and Reform Policy and the development of the socialist market economy, people are increasingly getting in close touch with people from other cultures, various kinds of cross-cultural activities such as business cooperation, international negotiation as well as exchanges in art and sports being held like bamboos after rain. Interpreters that play a crucial role not only transfer the source language into the target one but also serve as a coordinator to bridge the gap between different cultures are in great need. The responsibility of the interpreter is not only rendering one language to another, but properly dealing with the problems in understanding arising from the cultural difference. The essay is to explore the ways of improving the student's intercultural awareness in interpreting class to enhance their ability of coping with the issues from the cross-cultural perspective to make the interpreting more effective and accurate.

Keywords

Intercultural Awareness, Interpreting Class

Due to the diversities of different cultures, communication barriers inevitably occur in international exchanges, which may cause the interpreter to misunderstand or even make mistakes affecting the relationship between the two parties with diverse cultural backgrounds during interpretation. Thus immediate measures should be taken to enlarge the intercultural knowledge of the interpreters to avoid the mistakes made concerning the cultural disparities. It is necessary to strengthen the interpreters' intercultural awareness to facilitate effective communication in interpretation. Some approaches can be used to help the students to increase cross-cultural consciousness and broaden the knowledge about it in interpreting class.

Firstly, some information and knowledge about the corresponding foreign culture could be presented to the students by the teacher in interpreting class, which include the factual introduction of a wide variety of facts such as the history, economy, politics, traditions, climate, geography and the customs of the foreign countries. Besides the teacher's fed-up explanation to the students, adequately-prepared material including related information could be presented to the students so that they could memorize the theoretical knowledge about it firmly. Moreover, multi-media facilities could be made use of in class to make the students' visualized impression which are deeper and unforgettable. Videos about the various kinds aspects of foreign cultures could be played to the students, such as the movies clipping, documentary, CNN, BBC news, TV series, interviews of celebrities, which will develop the students' internationalized perspective to a great extent.

Secondly, assignments for the students to read extensively about intercultural knowledge are of great help. A list of cultural-related topics could be given the students to accomplish by the teacher. Extensive reading not only broadens their scope of cognitive knowledge but also enhances the language sense, improving the ability of comprehending and applying the language. The assignment could include general introduction of a certain related topic and literature books such as fiction, poem, philosophy and art.

Thirdly, case study about the cultural difference could be undertaken in interpreting class to get the students involved and arouse their interest. The teacher can collect the real cases about the cultural disparities for the students to reflect on and analyze the reasons behind the phenomenon. Guiding the

students to think, summarize, and generalize the nature of the differences is an effective way to deepen their memory about the intercultural knowledge. The case the teacher presents should be the typical instead of exceptional one and it is to be elaborately pondered over and analyzed in depth by the students. This approach can make the students observe, generalize the cultural difference and master the principle to cope with it to enhance their cross-cultural consciousness in a direct way.

In addition, the teacher can encourage the students to participate in the various kinds of class activities such as discussions, presentations and role plays to strengthen their skills of handling cross-cultural issues and deepen their memory about the related knowledge. The students should be encouraged to get involved in discussions of a certain topic related to cross-culture and active performance could be rewarded with praise by the teacher or an extra grade, thus the students' enthusiasm of getting involved in group work will be sparked. The topic of the discussion can be a controversial issue about the cultures of various nations which will arouse the students' interest and inspire their initiative to ponder over, analyze the issue, and the statement could be made after the heated discussion among the group partners. The collective effort could be rendered into the form of presentation given by a representative in the group to the whole class. Role-play is another way to strikingly cultivate the students' cross-cultural consciousness. The plot could be the intriguing stories or hot topic reflecting the different values, pattern of thinking, outlook of life that people from diversified cultural background have. Thus the audience in the class will have a profound understanding of the topic and the actors will strengthen their foreign cultural awareness through the painstaking process of writing the script, cooperating with partners and performing on the stage, their acting skill and courage to do the public speech being enhanced greatly.

Last but not least, foreign friends can be invited to class to give lectures or exchange points of views with the students. The foreign visitors could introduce the traditions, customs, history, values of people etc. concerning their cultural background. Discussions in a relaxed atmosphere could be held for the students to **exchange** ideas and inquire the native speaker about the real situation of many aspects of life in the foreign countries so that they could pick up the useful information that they could not get otherwise. Communication with foreign is of vital importance to get the first-hand and authentic knowledge about the **cultural** difference.

To sum up, as a form of a communicative activity across the cultures, interpretation should be made in a culture-conscious way. The interpreter should not only have the profound linguistic ability but also grasp the essential knowledge **about** the target culture. Some approaches mentioned above can serve as a guidance to facilitate the students' intercultural awareness in interpreting class to cultivate the interpreters with a good command of knowledge of different cultures.

Bibliography

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