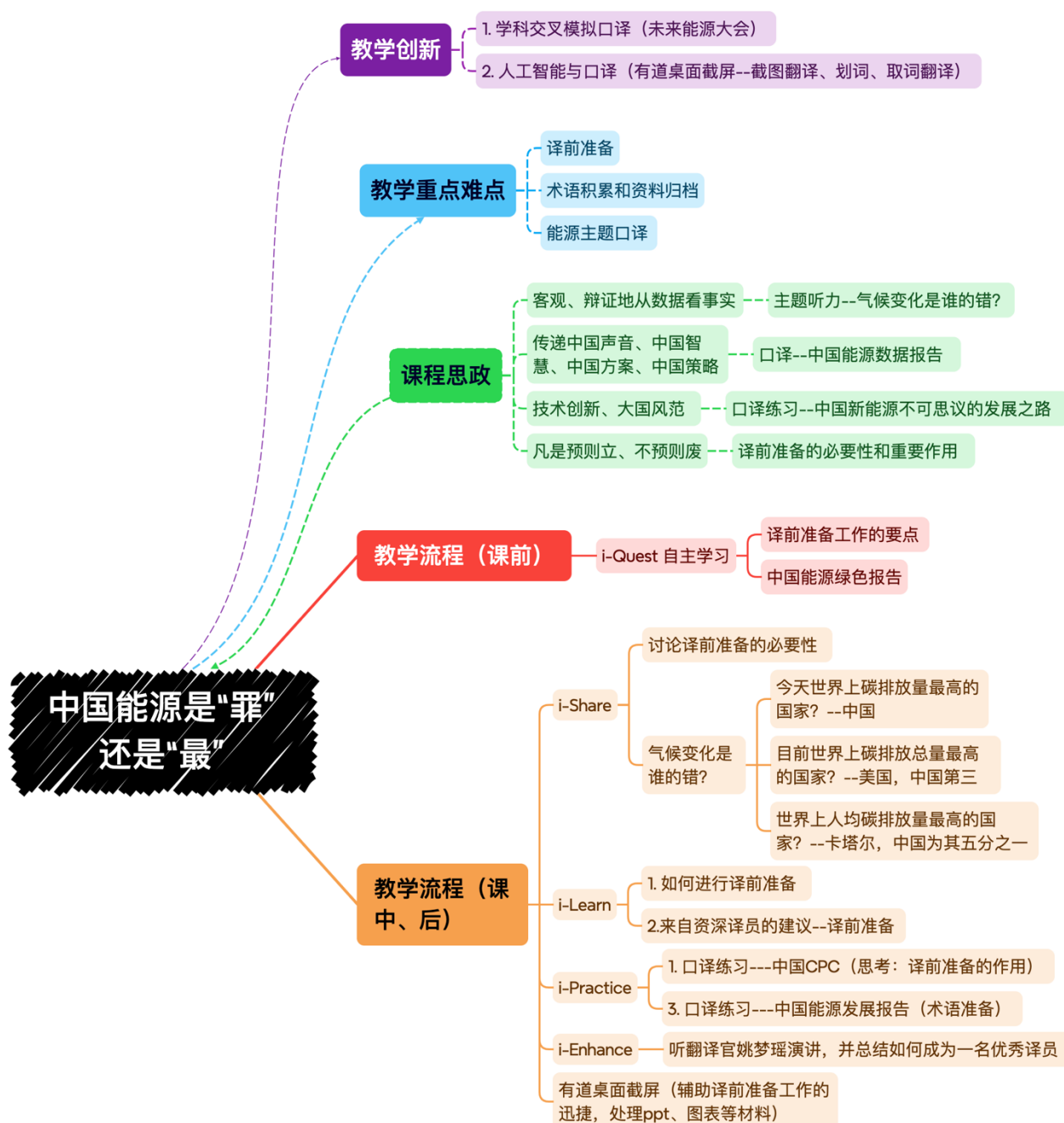





课堂内容思维导图

L13 中国能源是“罪”还是“最”



Presented with xmind

单元标题	Lesson 13 中国新能源是“罪”还是“最” Is China Wining the World in Clean Energy?	授课时间及内容	45 min (新能源主题口译) (技巧——译前准备)
教学创新	1. (学科交叉融合实践项目) 模拟会议口译 Future Energy Convention (未来能源大会) 2. 人工智能与口译 有道 youdao (截图翻译、取词和划词翻译)		
教学亮点	<ul style="list-style-type: none"> ❖ Dispel international misunderstandings about China's energy pollution. ❖ Provide various sources for pre-assignment preparation. ❖ Give practical suggestions for pre-assignment preparation. ❖ Spread the word--Encourage all companies to consider their possible innovation in energy conservation. 		
教材及单元		Text Book: A Coursebook of Consecutive Interpreting Publisher: Foreign Language Teaching and Research Press Chapter: 第五章 职业素质与综合训练 Unit 1 译前准备 Pre-Task Preparation 主题: New Energy	
学情分析	<div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px; margin-bottom: 10px;">  Knowledge & Skills </div> <p>Students normally mistake the fact that professional interpreters don't have to do pre-assignment preparation. However, the truth is pre-assignment interpreting is the prerequisite for successful interpreting. Students should learn that it's about professional ethics to prepare thoroughly.</p> <div style="border: 1px solid #ccc; border-radius: 15px; padding: 10px;">  Value and morality </div> <p>Students need to get a correct understanding about the professional requirement for pre-interpreting preparation. Their preparation guarantees their reputation which they should always treasure in career.</p>		

Students are not capable of making fully use of the modern tools to facilitate the pre-assignment preparations with the majority focusing on looking up the words one by one and read materials with low efficiency. How to cooperate with AI tools will be a challenge for future interpreters.

Faced with the challenges pressing by AI, students lack the confidence in translation learning and practice. Therefore, how to sustain their learning faith as well as higher their capacities in collaborating with AI, became the major part of value shaping in this semester.

The teaching goals of this 45m session are threefold, namely the goal of knowledge, the goal of abilities and the hidden goal of value and moral education. After this lesson, students will be able to

Knowledge

- 1) Stand the importance of pre-assignment preparation for interpreting.
- 2) Prehend concepts and strategies concerning interpreting preparation.
- 3) Make a new and correct statement about Chinese energy facts.
- 4) Follow the newest data on global efforts for clean-energy.
- 5) Understand new innovations about clean-energy.

Abilities

- 1) Apply proper strategies to prepare for interpreting tasks so as to boost output quality including using newest AI tools.
- 2) Communicate with clients, coordinate with team members and be a quick learner in new fields. Do gist interpreting by using visualization and logicaltization.
- 3) Think critically on the relationship between technologies and interpreting.
- 4) Study and work out the easier ways of using technologies.

Value & Moral Education

- 1) Feel more proud, confident and assured about the national identity and strive to live up to missions of making this country stronger and more prosperous.
- 2) Give a hand to Chinese plans, policies, statements and achievements by interpreting them well in future performances.
- 3) Foster professionalism to maintain quality and standards in interpreting and recognize that the professional reputation for quality and integrity rests on the sum of the individual effort to secure it.

教学重点难点



 **Key Points**





- ❖ What is pre-assignment preparation?
- ❖ Why pre-assignment preparation is necessary?
- ❖ Why Chinese people should know more about its policies?

 **Difficult Points**

- ❖ How to prepare before an interpreting task?
- ❖ How to accumulate terminologies and reuse them in the next task?
- ❖ How to build confidence in learning interpreting while using AI?

“课程思政”教育内容

Knowledge and Skills	Value and Morality
<p>100 Years Anniversary of CPC</p>	<p> Pride on National Identity</p> <p>Through preparing an imagined interpreting task, students need to comb what achievements CPC has made during these 100 years. As result, students can feel proud about their national identity.</p>
<p>Carbon Dioxide Emission Truth and Fact</p>	<p> Statistically Based Facts</p> <p>Most students knew the statement that China is the largest polluter in the world without going a deeper fact checker. Hopefully they can make a new statement based on the full picture of the</p>

	<p>history with population being taken into account.</p>
<p>China’ s Plan of Carbon Peak in 2030 and Carbon Neutrality in 2060</p>	<p> Be Active to Plans in China</p> <p>Students have witnessed the vicissitudes of China in the past and coming years of being environmental-friendly. As a developing country with the largest population in the world, China is facing not only challenges but also difficulties. But we are striving for a clean and renewable future with policies made and targets set.</p>
<p>Future Energy Convention</p>	<p> Stay Innovative Constantly</p> <p>Innovations drive the future building. It is inevitable for all businesses to stay innovation and using new and trendy methods or technologies to make a sustainable future together.</p>
<p>Pre-assignment interpreting suggestions</p>	<p> Foster the Spirit of Professionalism</p> <p>Learning why and how to do pre-assignment interpreting can help students to foster the spirit of professionalism. They prepare meticulously for the interpreting topic. The habit of treating the task seriously is a good quality, transferable to other professions.</p>
<p> Inquiry Based Learning</p> <p>Inquiry based learning places an emphasis on finding answers through discovery. It is contrasted to educational approaches that privilege repetition and memorization. An inquiry-based approach will ask students to investigate concepts</p>	

using research and analysis. To comprehend the significance of pre-assignment interpreting preparation, students are guided to conduct an experiment to see how interpreting performance is affected with or without preparation. Also, takeaway materials ranging from AIC practical guide, to research papers and video clips provide sufficient resources for students to inquire and explore on their own.



Task Based Learning

The teaching design draws from task-based teaching by engaging students in several tasks. First, students are encouraged to conduct an experiment, drawing their attention to experiment outcomes. Second, they are gradually supported to complete pre-assignment preparation on their own. Third, in order to encourage smooth communication skills and professionalism, students act out the situation to persuade event organizers into sharing more information and documents.

1. CPC Central Committee Stresses Party History Learning for CPC Centenary
<https://news.cgtn.com/news/2021-03-23/CPC-Central-Committee-briefs-media-on-CPC-centenary-celebrations-YRhv5yh8g8/index.html2>.
2. China Holds Art Performance to Celebrate CPC Centenary
<https://news.cgtn.com/news/2021-06-29/China-holds-art-performance-to-celebrate-CPC-centenary-11tFVr6P0ti/index.html>
3. Attending CPC centennial celebration
<https://www.youtube.com/watch?v=A31QQBY3Ths>
4. China Celebrates Centenary of Communist Party (Audio from Round Table China podcast)
5. Trends in Teaching Pre-Assignment Preparation Strategies in ASL English Interpreter Education Programs
6. Practical Guide for Professional Conference Interpreter
7. Ep. 012: How to prepare for an interpretation assignment | Invited Guest: Darinka Mangino
<https://www.youtube.com/watch?v=sAa40OG8XTM>
8. 谁该为气候变化买单？谁应该来解决它？
<https://www.youtube.com/watch?v=ipVxxxqwBQw&t=305s>

9. 未来能源大会（官网）

<https://www.chinafec.net/>

10 徐然. 基于语料库技术的口译译前准备模式建构[J]. 中国翻译. 2018, 39(03)



Teaching Highlights

To begin with, the teacher provides various sources for pre-assignment preparation. For instance, some government websites display various statics and background information. So, students will not only resort to Baidu for research. Besides, pre-assignment preparation is an additional part to the textbook. The teacher makes reference to various resources to provide practical strategies for pre-interpreting preparation.



Teaching Content Reflection

Through this lesson, students can understand the importance of pre-assignment preparation. They can see the necessity of doing reading and listening before each class to gain topic-related knowledge and language expressions. Besides, this lesson teaches them how to do the preparation with references to AIIC practical guide.



Value and Morality Education Reflection

After this lesson, students will not get caught unprepared for interpreting tasks as they know it's about the work ethics and they should treasure their reputation. Besides, by preparing the imagined task, they feel proud what China has achieved under the guidance of CPC. And most students have got no idea about how to make appropriate statement in advocating Plans, Statements and Policies about China, it is necessary for all students to know more in Chinese policies.





Future Improvement


It's better that more details concerning the imagined interpreting are given to students. Besides, if time permits, students can test their preparation through a


mock press conference interpreting. At the same time, we are looking forward that students can achieve better usage of AI tools during interpreting learning and performances without losing confidence about learning the major well because they may spot and conclude some shortcomings of AI tools. By better work in interpreting learning, it is 100% sure that students can cooperate well with machines and become the auditor and verifiers of all machine interpreting work.


This session is divided into 3 stages: pre-class (i-Try—i-Quest), while-class (i-Share - i-Learn — i-Practice — i-Summarize — i-Explore) and post-class (i-Enhance—i-Interpret) .

 **i-Try.** Encourage students to carry out an experiment to find out the significance of preparation by dividing students into two groups.


 **i-Quest.** Provide them with videos and reading materials on key questions as to what and how to prepare before interpreting.


 **i-Share.** Test the difference that preparation can make and induce students to share their findings.


 **i-Learn.** Clarify the major points as to why, what and how to prepare either through Q&A, group discussion, role-play or summary. Learning materials are from various sources, namely academic research, AIIC suggestions, and veteran interpreters. Still, this always-prepare-thoroughly mindset will be traced back to its cultural root. Students will be given or demonstrated with some background information about China’ s policies in energy conservation and exploitation to back their better performances in the following practice.


 **i-Practice.** Apply the knowledge learnt to exercise by contextualizing a pre-assignment preparation. Students give a full play to guiding preparation principles. Also, the teacher will share extra sources for scrupulous preparation. In this part, students further their understandings of pre-

assignment preparation skills by interpreting on the topic of clean-energy materials.

 **i-Summarize.** Summarize the main points of the lecture echoing teaching objectives.

 **i-Enhance.** Assign optional materials and tasks to further consolidate and expand learning.

 **i-Explore.** This part mainly aims to provide a guidance for students in Technology application for interpreting. 有道 youdao will be recommended in this chapter because many terminologies concerned will not be an easy task for interpreters. With the assistance of on-line dictionaries, students will be more efficient in preparations.

 **i-Interpret.** Students are assigned to work in groups and mock conference the Future Energy Convention. They will be speakers and interpreters of the conference.

Time Allocation

Lead-In	5 minutes
Background Information	10 minutes
Skills Analysis	10 minutes
Interpreting Practice with Skills	20 minutes
Interpreting and Technologies	After Class

Pre-Class

I. PRE-CLASS

 **i-Try: Recall a Visual Image**

Preview tasks assigned through Xue Xi Tong.

Task 1: All of us have our favorite movie. Please recall and describe the most unforgettable scene in the movie in English within 1 minute. Be prepared to share with your classmates in class.

Takeaways for Group A

(**Topic:** Celebration for the 100th anniversary of the founding of the CPC)

[1-1] CPC Central Committee Stresses Party History Learning for CPC Centenary (news from CGTN)

[1-2] China Holds Art Performance to Celebrate CPC Centenary (news from CGTN)

[1-3] Zeyu's vlog: Attending CPC centennial celebration (Video from Xinhua News)

[1-4] China Celebrates Centenary of Communist Party (Audio from Round Table China)



i-Quest: Self-learning on the Focal Skill

Task 2: Prepare yourself for following questions. The videos and reading materials would serve as a good starting point. You may need to search for more materials to get a better understanding.

Q1: Why should professional interpreters do preparations prior to interpreting tasks?

Q2: What is the correlation between pre-assignment preparation and interpreting performance?

Q3: Why do some clients refuse to share information and materials with interpreters? How to break the ice, then?

Q4: How do professional interpreters do pre-assignment preparation?

Takeaways

[2-1] Trends in Teaching Pre-Assignment Preparation Strategies in ASL English Interpreter Education Programs (p12-20, by David M. Rice, Western Oregon University)

[2-2] Practical Guide for Professional Conference Interpreter (from AIIC)

[2-3] On Preparations by Interpreters (《论译员的口译准备工作》)

(by Zhang Jiliang from CNKI)

[2-4] How do professional interpreters prepare for interpreting tasks (Video by Kong Lingjin)

While you watch and read, organize your own thoughts for those above-mentioned points. You are expected to share your wits on these in class. You can also compare your ideas with your classmates.

While-Class

II. WHILE CLASS



i-Share: Identify the Significance of Pre assignment Interpreting

教 学 步 骤

Lead-in (5 min)

Task 1: Quick revision questions

Q1: What is the nature of interpreting?

(one-time rendition; immediacy)

Q2: What do you know about the Interpretive Theory? (comprehension, de-verbalization, reformulation)

Q3: How do you understand interpreter competence? (linguistic competence, knowledge, skills and professionalism)

Task 2: Findings of the experiment

You are going to hear a 30s English video clip on 100th Anniversary of the CPC founding. After listening, please interpret what you have heard in Chinese. Then, you need to analyze your performance. Students from both groups will be invited to share their findings.

[Teacher]

Students from group A normally do a better job with their beforehand preparation. They have worked on the topical knowledge and terms. They are more

mentally ready for the task while group B students are usually at a loss, for they are caught unprepared. This experiment gives students a real hands-on experience and understanding on the significance of interpreting preparation. Also, the teacher can shift students' attention to why, what and how to prepare in an interpreting assignment.

The SL text requires students to expand thematic knowledge and expressions. It's about 100th anniversary of the CPC. In this sense, students are prompted to learn more about the theme. In the process of learning, they will unknowingly express their awe and respect for major achievements by the CPC, namely national independence, poverty alleviation, social prosperity and national strengthen, etc.

Background Information (10 min)



2007 / COP 13/ Indonesia

China, as a major developing country and the world's largest emitter of greenhouse gases (GHGs) at the time, played a crucial role in negotiations. It advocated for the principle of "common but differentiated responsibilities," arguing that developed countries should take the lead in reducing emissions and providing financial and technological support to developing countries.

作为一个主要的发展中国家和当时世界上最大的温室气体排放国，中国在谈判中发挥了至关重要的作用。中国倡导“共同但有区别的责任”原则，认为发达国家应率先减排，并向发展中国家提供资金和技术支持。

Blamed!
当时中国遭受了强烈的指责。

Brazil 1992 巴西 1992年

The united nations have called a conference to talk about the environment.
联合国召开会议讨论环境问题

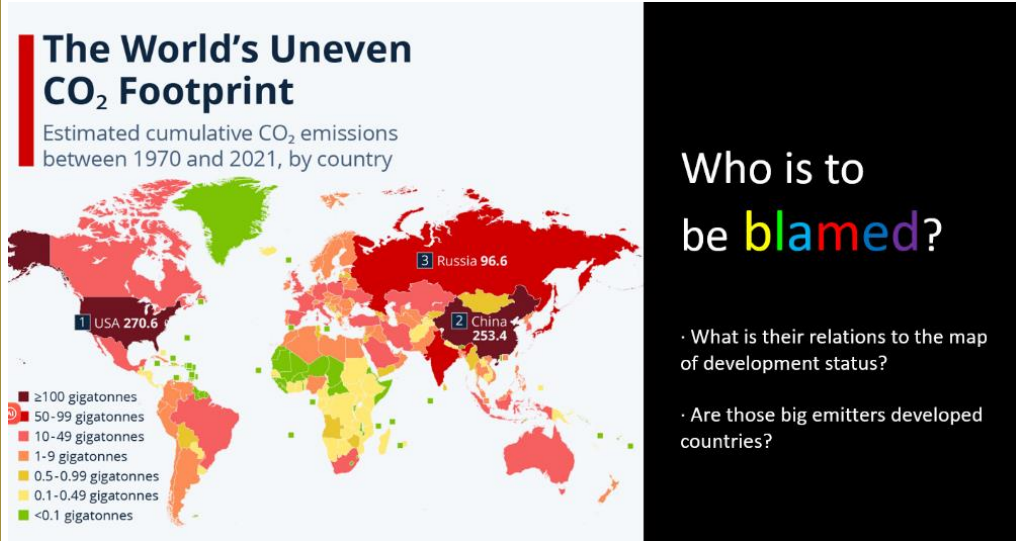
"Hey, let's cooperate and keep the temperatures from rising."
“嘿，让我们合作阻止气温升高。”

This is **COP1**. COP stands for "Conference of the Parties." It refers to the annual meetings where countries that are parties to the United Nations Framework Convention on Climate Change (UNFCCC) gather to discuss and negotiate actions to combat climate change.

这是 COP1。COP 是“缔约方大会”的缩写。它指的是《联合国气候变化框架公约》的缔约国聚集在一起讨论和谈判应对气候变化判的年度会议。



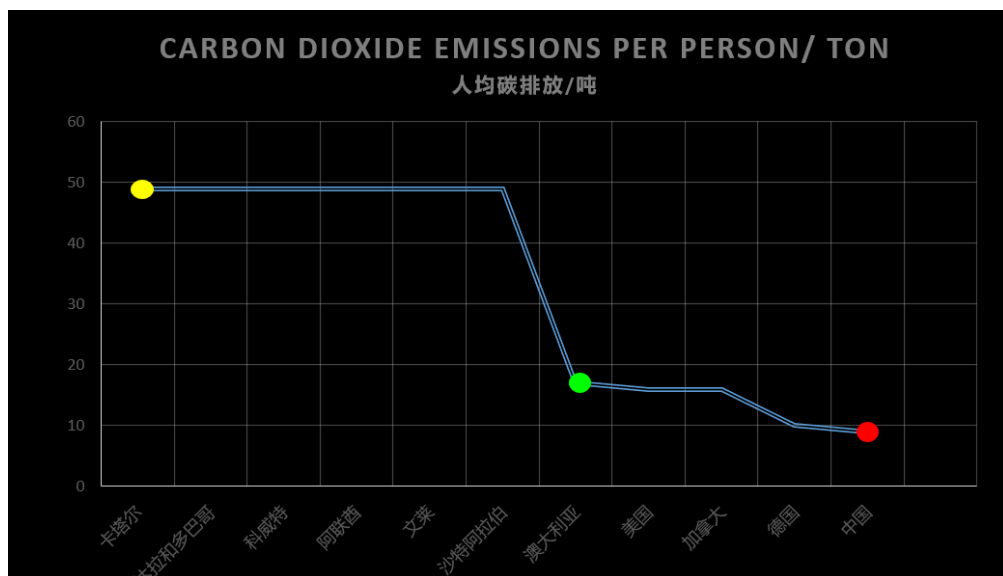
Task 2: Students are introduced with the background information about China's energy consumption and they are asked with a question---*Who is to be blamed for Climate Change?* Some students would be asked to share their views. In order to get the answer, students will be guided to answer the following three questions with graphs to show the facts.



教学步骤

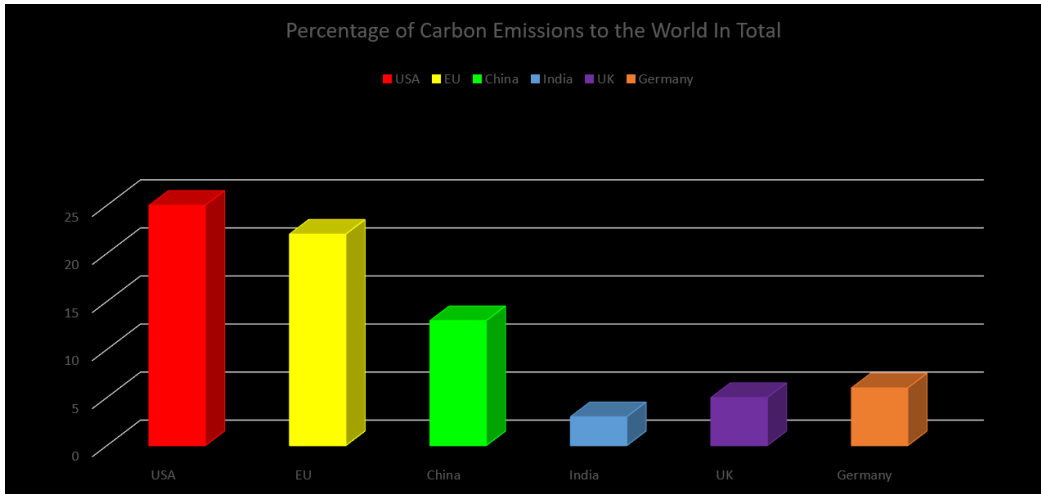
Q1: Who emitted the most carbon dioxide today? (Students would be upset to see that China is statistically emitting the most today.)

Q2: Who emitted the most carbon dioxide in total? (Students can tell the fact that China is not the largest emitter if we take the whole history as a full picture.)

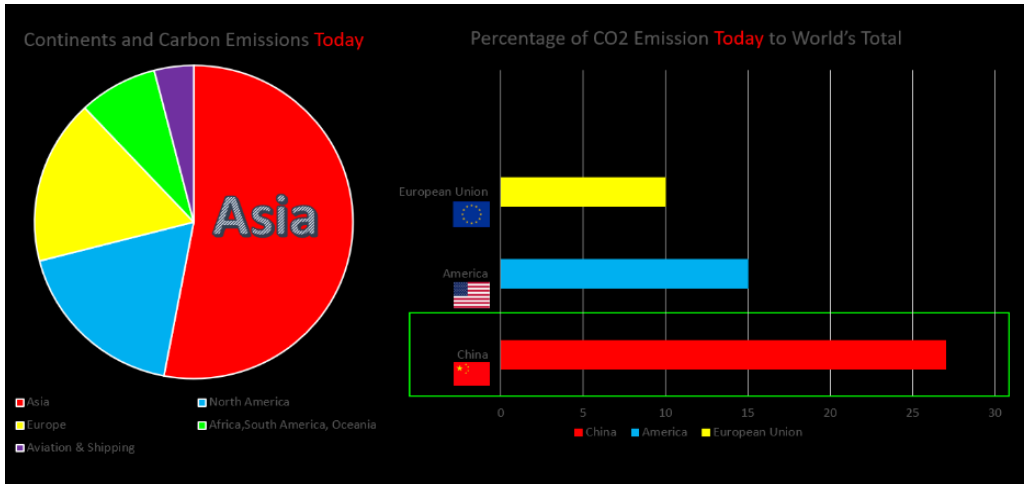


Q3: Which country emitted the most carbon dioxide per capita? (Without considerations of population and reasons, it is not possible to stop the climate change in a reasonable way.)

Q1: Who emitted the most carbon dioxide today? (Students would be upset to see that China is statistically emitting the most today.)



Q2: Who emitted the most carbon dioxide in total? (Students can tell the fact that China is not the largest emitter if we take the whole history as a full picture.)



Q3: Which country emitted the most carbon dioxide per capita? (Without considerations of population and reasons, it is not possible to stop the climate change in a reasonable way.)

[Teacher]

Should China be blamed and are there any changes or differences have been made?
所以，中国能源到底是“罪”还是“最”呢？

COP 13, 2007

2007年，第13次联合国气候大会

Negotiation Position

中国的角色：协商

Commitments and Targets

承诺：提高能源效率

Technology Financial and Support

提出发达国家应向发展中国家给与技术支持和经济补偿

COP 21, 2015

2015年，第21次联合国气候大会

Leadership and Cooperation

中国的角色：领头与合作

Commitments and Targets

承诺：2030年前实现碳达峰

Technology Financial and Support

已逐步开始为发展中国家提供新能源发展技术支持

Students would change their views through these three questions being asked. They would start by realizing China is the largest emitter of carbon dioxide in the 21 century. And then by analyzing the reasons behind and getting through a deeper analysis, students are likely to conclude that we can't judge something unilaterally, because they realized that those developed countries are black hands contributed most in the last century or we say, taking history as a full picture. （中国已从碳排放量大国变为倡导并引领全球的新能源科技强国// 思政：数据会说话）

Discussion: (10 minutes)

1. Why should interpreters prepare before assigned tasks?

Discussion: Why is pre-assignment preparation necessary for interpreters?

[Teacher]

By doing the previous experiment, the significance of preparation is now quite self-explaining. There is a direct correlation between quality performance and scrupulous preparation. The more interpreters know about the context, subject matter, and terminology of the meeting, the better their performance will be. The purpose of this discussion is to stress the necessity of interpreting preparation.

教学步骤

Bearing in mind “Always prepare thoroughly” is in essence building up the professionalism in students at this very starting point. It’s rule No.1 supposed to guide their future learning.

2. What should interpreters prepare?

Q1:What do you think are important factors during a preparation for a high-quality interpreting? Please shoot your answers on Xue Xi Tong.

[Teacher]

Through autonomous learning in the i-Quest part, students have their distinctive comprehension on what should be prepared. Yet, they lack systematic analysis to guarantee comprehensive, thorough and scrupulous preparation. The teacher phases in to shed some light with reference to two studies on this regard.

Task: Thematic knowledge and terminologies are usually deemed to take the bulk part in preparation, but there is something else worthy attention. Now, you are going to have a group discussion to figure out how to prepare thoroughly. Each of you are supposed to contribute some thoughts to the following questions.

- What are the major sources for knowledge and terminology preparation?
- What would you want from an event organizer, if you were an event interpreter?

[Teacher]

Documents are ideal sources of thematic knowledge and terminologies. Generally, their sources fall into three main categories, from event organizers, events of a similar theme, and complementary documents. Still ideally, interpreters have the tendency to inquire for ppts, event agenda, speech drafts and abstracts, and verbal information from the organizer, etc. However, not all these documents are always readily available to interpreters in advance due to various factors. In the worst scenario, interpreters cannot get much useful information from the organizer. However, there is still a way out. Interpreters can resort to internet where a sea of information is there for preparation. Interpreters need to give their on-line searching skills to a full play only to find out information covering events of a

similar theme. Also, interpreters should never forget specialized dictionaries, textbooks, encyclopedia or field glossaries to serve as complementary documents.

3. Why do interpreters cannot get much information from an event organizer and how to deal with that?

Role play

Task: However, event documents are always available to interpreters in advance. In a such case, do you know reasons behind and how would you try your utmost to get some? Now please work in a pair of two and try to act the situation out in English.

[Teacher]

Not every interpreter can always work in a favorable condition. For instance, if event organizers are unaware of interpreters' needs, not willing to share out of considerations for confidentiality and security, interpreters will not get the above-mentioned documents. Or sometimes, these documents are not finalized until the last minute of an event. In this scenario, there is still something that interpreters can work on. They are advised by AIIC to deliver friendly reminders, explain the necessity of cooperation between speakers and interpreters for quality interpreting, keep documents confidential, return or destroy documents as requested. If things are not finalized, drafts at any stage will also be help. If possible, interpreters shall actively communicate with event organizers for a pre-event briefing or a last-minute speed meeting with speakers. Either will be helpful for high-standard interpreting performance. In addition, the purpose of this task is not to cause tension and confrontation between clients and interpreters, but to induce communication skills and professionalism.

4. How to prepare? Suggestions from a veteran interpreter.

Task: Watch a video on pre-assignment strategies by a veteran interpreter and try to summarize the strategies on your own.

[Teacher]

This seasoned interpreter provides a useful tool kit for preparation strategies which can be summarized with an acronym—**SPEAKING**. She further elaborates with detailed examples from situations, participants, ends of speech, acts of

speech, knowledge, instrumentalities, norms of event, and general questions. For situations, interpreters need to figure out whether it's in a courtroom, a hospital, an auditorium or a home office as it's due to the pandemic. Different situations involve transportation and accommodation arrangements. For participants, interpreters need to consider whether it's 2-3-person individual interviews or a keynote speech with hundreds of listeners, or how literate the audience can be in one specific field. Still, interpreters need to put speakers into consideration. For ends of speech, it means the purpose of the speech. Questions like "Will a lot technical terms be involved?", or "Is it for a casual or formal communication?" should be delved into. Acts of speech usually involve Q&As. For example, Q&As in a courtroom act to clarify. Any nuances of diction can cause unintended interpretation. In an interview, however, Q&As from a listener with proficient knowledge can just act as connection or participation. Knowledge here refers to expert knowledge in a specific field and world knowledge. Interpreters are always in a learning curve and trained to be a quick learner. For instrumentalities, it's professional for interpreters show clients their needs concerning technical setups in a proper manner. For norms of event, if it's a wedding or a ceremony likewise, it's crucial to know service patterns and formalities of an event. Finally, general questions are about whether it's a consecutive interpreting or simultaneous interpreting. To put it a nut-shell, this SPEAKING grid can serve as a hands-on manual for pre-assignment preparation.

5. How to prepare? Suggestions from a researcher.

Q: There is a word that machine translation is going to replace interpreters and translators. What is your take? And Why?

[Teacher]

Encourage students to think critically on the relationship between machine translation and human interpreting. Indeed, some translation machines can perform perfectly in message rendering in some circumstances, such as DeepL, google, and Baidu. However, machines are in no place to take the place of translators and interpreters. Machines are powered by technologies which can still be made best

use of by interpreters. Some latest updates on the technological front by researchers are provided to open up more possibilities in preparation.

Dr Xu Ran introduced the preparation strategy based on corpora-based technologies. To begin with, interpreters can build one's own corpus by inserting keywords with the help of web crawler tools on the platform Sketch Engine. Second, interpreters extract key words and terms from the corpus. Third, google translate and baidu translate can be used to process a bilingual glossary. Fourth, with the Sketch Engine "search" function, interpreters can activate and internalize terminologies through reading, comprehending and memorizing term-related sentences. Lastly, SDL Multi-Term can be used to categorize, update and rectify the term-bank. This preparation mindset is nothing novel in Chinese philosophy. Brilliant ancient Chinese have long cracked the code for success. They acquired that preparation decides a world difference between success and failure. Hopefully, students will inherit this wisdom through learning skills and strategies of pre-assignment interpreting.



i-Practice: Contextualize a Pre-assignment preparation.

(20 minutes)

Task 1: Interpret China's largest photothermal power station and invite students to consider whether pre-task preparation about the topic help them perform better in the interpretation?

Task 2: Imagine you are assigned to interpret on a CPC Central Committee press conference about the upcoming CPC centenary celebration. Work in a group of four and try to do this pre-assignment preparation. After your preparation, some of you will be invited to present your work. Still, you are encouraged to compare and comment on each other's preparation.

[Teacher]

Observe each group and provide some guidance if necessary, for some groups are more active and responsive in doing this task. Guide students to cover at least

the following points: a) What is the theme of this conference? b) What is the conference agenda? c) Who are going to be the speakers? d) What are they going to deliver in their address? e) What about the glossary? f) Given it's a press conference, what questions will be possibly posed by foreign media? It's almost impossible to deplete all the resources for preparation, but it's important to share and compare different groups' work so as to identify the gaps in planning. Also, the teacher should share what she has found to provide more food for thought. It's noteworthy that official websites, mainstream media and publications are good complementary documents to learn subject knowledge and terminologies.

Through preparing the assigned task, students generally go through what CPC has achieved over these 100 years. Fundamental guidelines and mainstream ideas of the Party are implicitly getting across which ignites students' deep love, passion, enthusiasm and patriotism for the nation. Self-less devotion of Party members continues to inspire the young to build a greater future.



Task 3: Students are assigned to know more about Future Energy Convention which will be held in Jiangsu Province 2024 in the main websites. They are assigned to read and interpret parts of the reports in the website and use 有道 youdao online dictionary to better the performances. And then they will be asked to display how they use the technology or tool to help them make preparations in

terminologies. They will be assigned to interpret the following paragraph. Through this process, students will show how they use the on-line dictionaries, and the favorable functions of it.

i-Summarize: Comb what You Have Learnt

Task 1: Quick answer (2 minutes)

You will listen to questions. Please give quick answers to questions.

1. How do you understand preparation is the prerequisite for successful interpreting?
2. How to do pre-interpreting preparation?



Task 2: Conclude advantages and disadvantages of using 有道 youdao.

(3 minutes)

1. Does screen capture translation help you in interpreting?
2. Shall we rely too much on technologies and tools?
3. Are all the resources or versions of translations reliable or not?
4. How to better the performances with the help of technologies?

图 8: 燃气轮机实现低碳或近零碳的途径¹⁰⁷

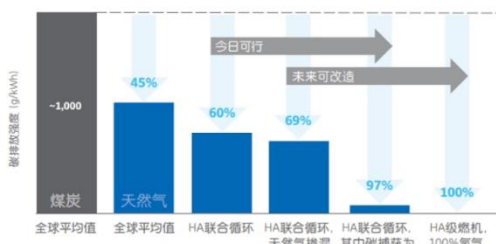
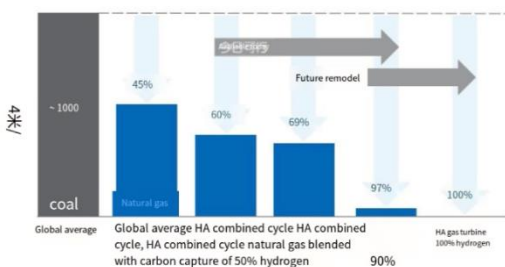


图 8: The way to achieve low carbon or near zero carbon gas turbine¹⁰⁸



Post-Class

III. POST-CLASS



i-Enhance: Consolidate and Further Learning

Assignment 1

Please watch a video by interpreter Yao Mengyao working in China's Ministry of Foreign Affairs talking about her experience striving to be a professional interpreter. After watching, please make a 2-min video clip sharing how you feel and think in English.

Assignment 2

Combine what has been learnt in class with your own abilities to analyze whether you have already met the qualities and competence of an interpreter. If not, please work out a detailed plan on how to improve yourself. With more knowledge on major modes of interpreting, analyze your interest and strength and find out in which mode you are going to be competent. If necessary, please search for more information about the interpreting profession on the internet.

教
学
步
骤

i-Explore: (人工智能工具) How to Use the On-line Dictionaries Better?

(有道桌面截屏)

Conclude some commonly used on-line dictionaries, and summarize which one is better in usage.

图 8 燃气轮机实现低碳或近零碳的途径¹⁰⁰

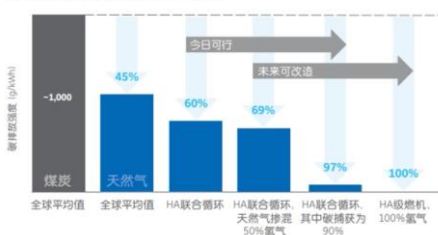
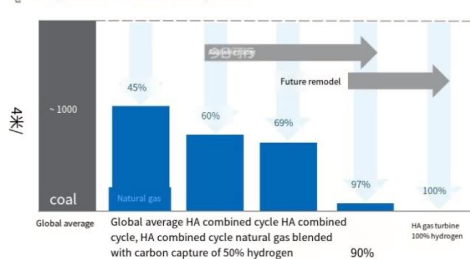


图 8 The way to achieve low carbon or near zero carbon gas turbine¹⁰⁰





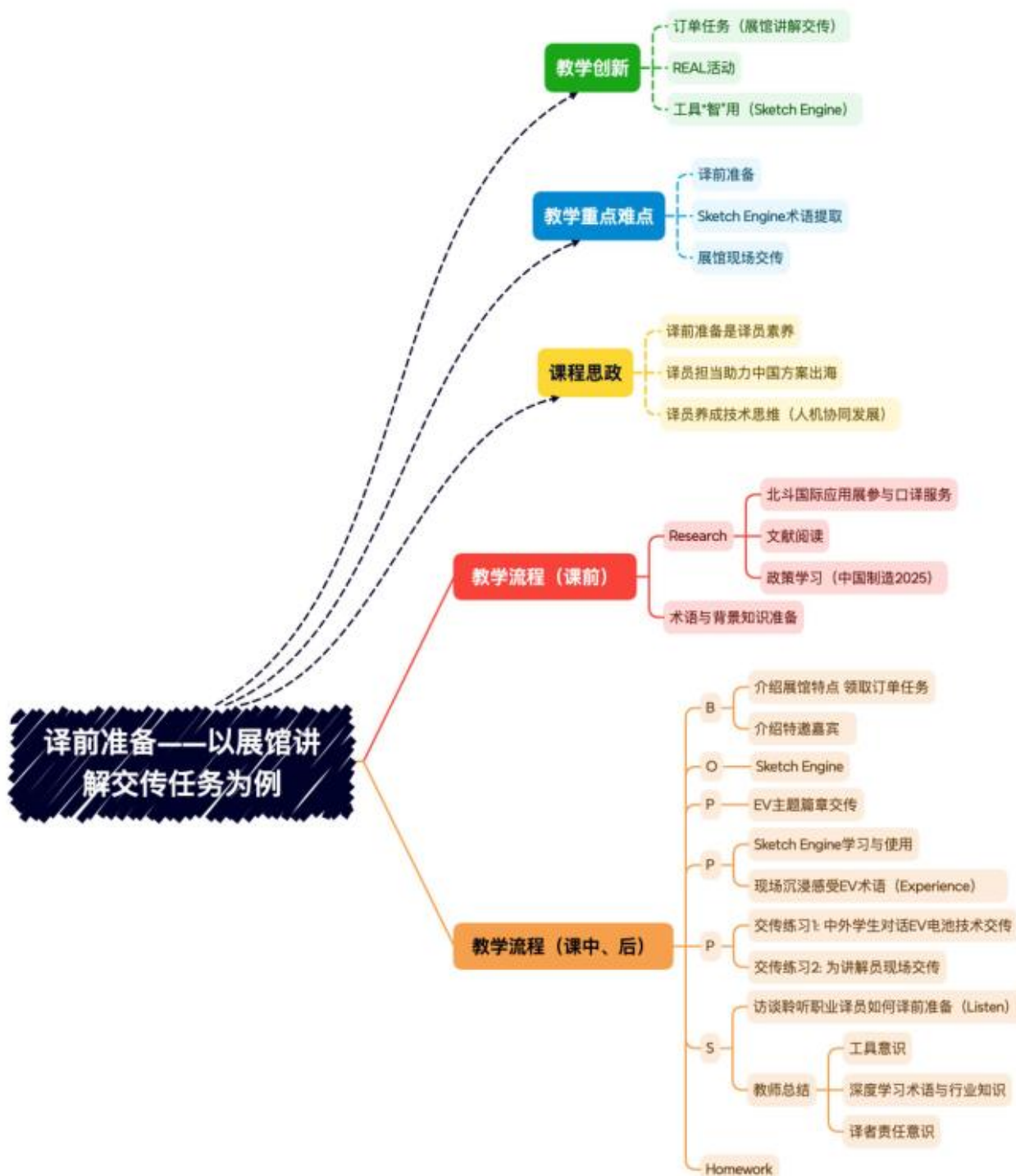
i-Interpret: (跨学科模拟会议口译) Future Energy Conference

Work in groups and finish the mock-conference interpreting. Prepare your work with the following template. (Role-play one speaker of the conference, study the topic and then make a speech. Invite one of your classmates as your interpreter.

[1] 日期	时间	议程	
6月5日 上午	8:00-9:00	注册报道	
	9:00-9:20	开幕论坛 未来能源大会 (FEC 2019) 开幕式 主持人: 冯丽雯 未来能源大会组委会主任 致辞嘉宾: 指导单位和主办方嘉宾	
	9:20-12:30	科学家论坛 【主题】科学家谈未来——能源技术与路径 能源是人类文明的动力之源, 每一次能源革命都为世界的大局重构提供了最具颠覆性的驱动力。当下能源革命的新驱动力将为中国、为世界的进步提供什么样的新动能.....科学家们的想象里存在着某些未来能源和跨界思路。 演讲&对话嘉宾:	
12:30-14:00	自助午餐		
14:00-15:20	【平行论坛A】未来跨界者 主办: 未来能源大会组委会 【话题1】企业转型与新定位 传统能源企业积极适应新形势, 把环境友好、清洁绿色作为转型升级的重点, 他们正力在关键性、前瞻性、颠覆性技术领域寻求突破。 拟邀演讲&对话嘉宾:	【平行论坛B】投洽专场 主办: 未来能源大会组委会 【话题1】创新科技与投资风口 氢能、燃料电池、储能、地热、生物质能源等行业科技创新活跃, 怎样精准把握未来新能源技术的发展方向和投资趋势? 拟邀演讲&对话嘉宾:	【平行论坛C】企地专场 主办: 商务部投资促进局 【话题1】未来能源示范项目推介 未来能源示范项目将提高用户综合能效、降低用能成本、改善用能结构, 使客户用能更加环保低碳。 拟邀演讲&对话嘉宾:
	15:20-15:40	商务茶歇	商务茶歇
15:40-17:00	【话题2】未来能源跨界融合趋势 储能技术、分布式能源、智慧能源管理等能源产业与互联网数字技术深度融合, 物联网、大数据等数字化技术日益融入能源产业。 拟邀演讲&对话嘉宾:	【话题2】能源转型投资机遇 争相寻求能源转型道路, 发展绿色清洁低碳能源, 替代传统化石能源。新技术、新产业、新业态、新模式也催生海量的投资机遇。 拟邀演讲&对话嘉宾:	【话题2】企地对话交流 企地合作是高质量发展的重要引擎。未来, 企地交流合作将不断拓宽领域, 提升产业层次, 创新合作形式, 加快推进速度。

课堂内容思维导图

L14 中国 EV 汽车的惊人发展（展馆实训）



Presented with xmind

单元标题	<p style="text-align: center;">Lesson 14</p> <p style="text-align: center;">中国 EV 汽车的惊人发展 (展馆实训)</p> <p style="text-align: center;">EV Exhibition Interpreting in the Dynamic Valley in Zhuzhou</p>	授课时间及内容	<p style="text-align: center;">45 min</p> <p style="text-align: center;">(EV 主题口译) (技巧——译前准备)</p>
教学创新	<p>2. (学科交叉融合实践项目) 模拟会议口译 EV Battery Seminar (电动汽车电池研讨会)</p> <p>3. 人工智能与口译 Sketch Engine (主题知识、术语译前准备)</p>		
教学亮点	<ul style="list-style-type: none"> ❖ Strengthen Students' awareness of China's rapid sci-tech development. ❖ Provide various sources for pre-assignment preparation. ❖ Give practical suggestions for pre-assignment preparation. ❖ Real practice aims to future interpreting task in the exhibition. 		
学情分析	<div style="border: 1px solid #ccc; padding: 10px;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="background-color: #f0e68c; border-radius: 15px; padding: 5px 15px; display: inline-block;">Knowledge & Skills</div> </div> <p>The cohort recognizes the importance and basic workflow of pre-task preparation (e.g., glossary building, background research). Yet, their understanding of domain-specific terminology systems remains superficial. Limited exposure to industry-standard documentation results in fragmented background knowledge, often leading to misinterpretations of concept hierarchies or causal relationships in speeches.</p> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="background-color: #f0e68c; border-radius: 15px; padding: 5px 15px; display: inline-block;">Value and morality</div> </div> <p>Students need to get a correct understanding about the professional requirement for pre-interpreting preparation. Their preparation guarantees their reputation which they should always treasure in career.</p> <p>Students are not capable of making fully use of the modern tools to facilitate the pre-assignment preparations with the majority focusing on looking up the words one by one and read materials with low efficiency. How to cooperate with AI tools will be a challenge for future interpreters.</p> </div>		

While students exhibit strong confidence in discussing scientific advancements, their perception of interpreter accountability remains underdeveloped. Few connect rigorous preparation with understanding how underprepared interpreting can derail international tech collaborations and recognizing prep as a skill that evolves with emerging technologies.

The teaching goals of this 45m session are threefold, namely the goal of knowledge, the goal of abilities and the hidden goal of value and moral education.

After this lesson, students will be able to:

Knowledge

- 6) How to better prepare with Sketch Engine.
- 7) Apply preparation in a given interpreting task.
- 8) Term and background knowledge for the given topic.
- 9) Follow the newest data on EV cars.

Abilities

- 5) The application of Sketch Engine in preparation.
- 6) Memorization and application of preparation on new energy vehicles.
- 7) Interpreting practice of battery advances.
- 8) Study and work out the easier ways of using technologies.

Value & Moral Education

- 4) To strengthen the philosophy “preparation leads to success”. (凡事预则立)
- 5) To understand responsibility of interpreters.
- 6) To seek self-excellency in interpreting learning.

Key Points

- ❖ What is pre-assignment preparation?
- ❖ Why pre-assignment preparation is necessary?
- ❖ Why Chinese people should know more about its advanced technologies?

教
学
目
标

教
学
重
点
难
点

 **Difficult Points**


- ❖ How to prepare before an interpreting task?
- ❖ How to accumulate terminologies and reuse them in the next task?
- ❖ How to build confidence in learning interpreting while using AI?

“课程思政”教育内容

Knowledge and Skills


Value and Morality

Sketch Engine

 **Prepare Determines Success**

Pre-task preparation embodies the timeless Chinese wisdom that thorough planning is the foundation of achievement. For interpreters, treating glossary building and background research as non-negotiable professional ethics, developing systematic preparation workflows that honor the gravity of cross-cultural communication and recognizing that every minute invested in preparation safeguards China's international image.

EV Exhibition

 **Interpreter's Responsibility in Globalizing China's Solutions**

As bridges for China's global engagement, interpreters must master domain-specific knowledge (e.g., high-speed rail standards, EV battery tech) to accurately convey "China solutions", internalize the mission of cultural ambassadors when interpreting China's white papers or technical specifications.

Mock-Conference Interpreting of EV Battery

 **Learning from China's Sci-Tech Innovators**

The breakthroughs in rail transport, general

aviation, and new energy vehicles demonstrate the power of persistent excellence. Interpreters should mirror this rigor by studying industry blueprints like the "Made in China 2025" strategy documents, practicing with authentic materials from CRRC or BYD technical seminars and embracing continuous upskilling as their form of craftsmanship. (工匠精神)



POA

This lesson adopts the POA framework to systematically develop students' consecutive interpreting competence for new energy vehicle (NEV) exhibition scenarios, with three key phases. In the motivating phase, the teacher triggers learners' proactive preparation through research online and offline, journal reading and term preparation, etc. In the enabling phase, the teacher guides students to optimize preparation tools by introducing Sketch Engine workshops, experiencing 3D model of new energy vehicle parts. In the assessing phase, students interpret dialogue and speech about battery technologies in new energy vehicles.



Task-based

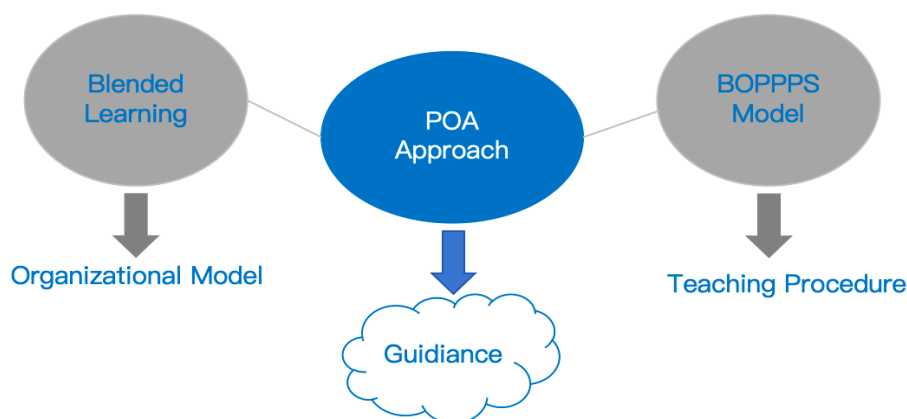
This course employs a task-based teaching (TBT) approach to train students in providing consecutive interpretation for local exhibition tours, with authentic communicative tasks as the core driver of learning. In the pre-task preparation, students analyze real exhibition materials to identify key terms and research technical concepts. Students are expected to complete progressively challenging dialogue and speech interpreting.



Blended Learning

The session combines on-line teaching and off-line classroom teaching. On-line teaching platform—Xue Xi Tong is used to assign pre-class learning and

implement on-line participation, which can develop students' learning autonomy and assist the teacher in assessing students' performances. Off-line classroom teaching focuses on text analysis, critical thinking, and outcome and evaluation which can enhance students' information structuring ability of interpreting and strengthen their awareness of moral elements.



教学资源与参考资料

1. Unit 6: Consecutive Interpreting—A Hands-On Textbook
2. Video clip in the lesson: <http://www.evccrc.com/urbanbus.html>
3. 徐然. (2018). 基于语料库技术的口译译前准备模式建构. 中国翻译, 39(03), 53-59.
4. 徐然. (2020). 术语自动提取工具在口译译前准备中的应用与效果研究. 上海翻译, (03), 56-61.
5. 王华树 & 李莹. (2021). 新时代我国翻译技术教学研究: 问题与对策——基于《翻译专业本科教学指南》的思考. 外语界, (03), 13-21.
6. 仲伟合. (2021). 对《普通高等学校本科翻译专业教学指南》的几点看法. 当代外语研究, (05), 18-23+2.



Teaching Highlights

To begin with, the teacher provides various sources for pre-assignment preparation. For instance, some government websites display various statics and background information. So, students will not only resort to Baidu for research. This teaching practice, centered around a real-world interpreting task for a local

exhibition, represents a significant departure from traditional classroom instruction through two key dimensions:

1. REAL Learning Revolution Through a given task

By assigning students to provide consecutive interpretation for museum docents, the course created a Research-Experience-Authenticity-Listening (REAL) learning cycle. For Research, students discovered a discrepancy between prepared terms and application in interpreting. For Experience, On-site observation revealed that students can identify those terms with real items which facilitate memory and application. For Authenticity, students had an authentic dialogue interpreting between Chinese students and foreign students. For Listening to Professionals, post-task interviews with veteran interpreters highlighted critical preparation gaps, such as overlooking regional pronunciation variations in technical terms. This **REAL** framework transformed passive learners into proactive practitioners, bridging the "last-mile" gap between academic training and workplace demands.

2. Human-AI Synergy via Sketch Engine (人机协同, 工具智用)

The integration of Sketch Engine redefined terminology preparation. First, precision. Corpus analysis of 500+ exhibition catalogs identified high-frequency collocations, enabling data-driven glossary optimization. Second, efficiency. Compared to manual glossary-building, Sketch Engine-assisted methods reduced preparation time, allowing students to allocate more time to contextual research.

The fusion of authentic tasks and intelligent tools cultivated three interpreter competencies, namely self-directed learning agility, technological discernment, and adaptive professionalism—precisely the skills needed in today’s human-AI collaborative language service landscape.

Time Allocation

Lead-In	5 minutes
Background Information	10 minutes
Skills Analysis	10 minutes
Interpreting Practice with Skills	20 minutes
Interpreting and Technologies	After Class

Pre-Class

I. PRE-CLASS



i-Try: Exhibition Interpreting

Task 1: Participate an international exhibition to find out what is required of an interpreting task like this.

Task 2: Learn the micro-lesson on pre-task preparation. Read the journals on pre-task preparation and learn China's plan about Made in China 2025 (中国制造2025) .

Task 3: Make a pre-task preparation on the term and background information.

This three-stage task sequence is designed to cultivate students' professional interpreting competencies while fostering their understanding of China's strategic industrial development. By investigating real exhibition environments, students will identify actual interpreting requirements in international exhibition settings, analyze the knowledge gaps between textbook learning and real-world demands, and establish performance benchmarks by observing professional interpreters. In terms of skills students will master systematic preparation workflows for technical topics, understand how national strategies like "Made in China 2025" shape industry terminology and develop the ability to extract key information on new energy vehicles.

Value Shaping:

This three-stage interpreting preparation sequence is designed to cultivate essential professional values alongside technical skills. The activities systematically shape students' professional ethos through responsibility for accuracy. By investigating real exhibition requirements (Task 1), students develop an acute awareness of how precise terminology affects international technical communication. This fosters their commitment to thorough preparation as a professional obligation rather than optional coursework.

Through studying "Made in China 2025" policies (Task 2), learners internalize China's manufacturing achievements in fields like NEVs and robotics. This transforms their role from passive interpreters to active ambassadors of Chinese innovation, cultivating cultural confidence in domestic technological progress. The glossary creation process (Task 3) instills the value of precision, teaching students to treat each technical term as crucial for maintaining China's international technological discourse integrity. This mirrors the 工匠精神 (craftsman spirit) evident in China's manufacturing breakthroughs. These values combine to form an interpreter's professional identity that balances technical competence with national service awareness. The activities demonstrate how conscientious preparation embodies both professional ethics and contribution to China's technological narrative on the global stage. Ultimately, this prepares students to effectively serve as linguistic bridges for China's global industrial cooperation while understanding their mission in conveying China's technological narratives accurately.

While-Class

II. WHILE-CLASS




By checking students' work before class, the teacher leads students to expose their problems.



Step 1: Explain to students why they are in a special place for today’s learning which leads to the introduction of the task. Invite the local professional docent to issue the task. **Purpose:** At China's largest power industry exhibition hall, visitors can explore exhibition zones dedicated to rail transit, general aviation, and new energy vehicles. Since its opening in 2017, the venue has welcomed over 750,000 visitors, including international guests from various countries. Currently, the exhibition panels lack English translations, and there is no dedicated English-

订单TASK		为动力谷展览提供中英文交传			
研 Research	感 Experience	真 Authentic	访 Listen	练 Practice	
实地调研：研习背景知识与术语；参与北斗峰会提供交传服务	第一视角感受新能源汽车的技术细节	电池技术真实语料操练	聆听真实译员 访行业生态	实践操练讲解员解说	
REAL					

speaking guide service. Foreign visitors often bring their own interpreters, but some technical content on the displays is highly specialized, making interpretation challenging without prior preparation. Occasionally, foreign guests rely on translation apps, but this tends to hinder interactive engagement during

SPECIAL GUEST 特邀嘉宾		为动力谷展览提供中英文交传		
感 Experience	真 Authentic	访 Listen	练 Practice	
				
汽车工程专业学生	留学生	职业译员	讲解员	
REAL				

the tour. Therefore, students are invited to provide Chinese-English consecutive interpretation services for the three main exhibition zones during international receptions.

Step 2: Explain to students about **REAL** activities to help them fulfill the task and introduce special guests for today's learning.

Step 3: Check their **research** and pre-task preparation before class.



教学步骤

Value Shaping: Crucially, this recognizes that transmitting China's solutions is an inherent interpreter responsibility. Whether explaining proprietary maglev technologies or NEV infrastructure models, students learn their role in enabling global stakeholders to fully appreciate China's contributions to sustainable industrial progress. The exhibition context transforms interpreters from passive conduits to active participants in China's technological discourse on the world stage.



5. P - Pre-assessment (3 mins)

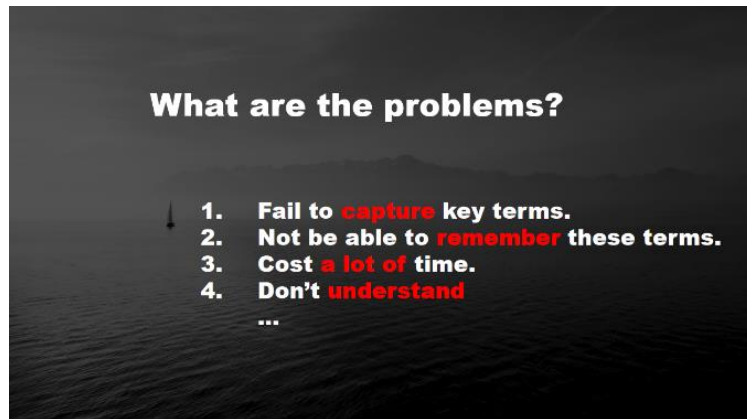
Self-learning



Step 1: To assess students' pre-task preparation, they are invited to interpret a prepared speech into English.



Step 2: Guide them to find out what are the possible problems for their failure which leads to today's learning objective about learning a new tool—Sketch Engine to perfect their preparation.



Purpose: This two-stage activity is designed to enhance students' interpreting preparation skills through experiential learning and technological empowerment. By first attempting a realistic interpreting task (**Step 1**), students will self-identify knowledge gaps in terminology and contextual understanding, creating cognitive dissonance that motivates skill development. The subsequent guided analysis (**Step2**) transforms these pain points into concrete learning objectives, demonstrating how corpus tools like Sketch Engine can systematically address preparation challenges. Ultimately, this bridges the gap between theoretical interpreting knowledge and industry-ready preparation practices, while cultivating

adaptability for evolving professional demands.



4. O - Objectives (1 min)

Students are guided to learn a more professional tool for interpreters which is Sketch Engine.



Professional Tool



教学步骤

Purpose: This lesson highlights the limitations of generic AI tools in handling highly specialized terminology, demonstrating why professional interpreters must master dedicated translation technology like Sketch Engine. While AI can process general language, it often fails to accurately extract domain-specific terms from technical fields such as power systems or advanced manufacturing—precisely where precision matters most. Through hands-on exercises comparing AI outputs with Sketch Engine's corpus-based analysis, students will recognize how specialized tools enable: 1) reliable identification of industry jargon, 2) context-aware term extraction from authentic technical documents, and 3) creation of customized glossaries that reflect real-world usage. This cultivates technological discernment—the ability to strategically select tools based on professional requirements rather than convenience.



1. P - Participatory Learning (28 mins)

Step 1: Students are guided to learn Sketch Engine as the teacher demonstrates how to use it.

Step 2: Students are invited to use Sketch Engine on their own so as to complete their term list they have previously made while the teacher helps them with the tool.

Task

Work in groups & use **Sketch Engine** to refine your term preparation focused on new energy vehicles manufacturing.

使用Sketch Engine 提取新能源汽车制造术语。

Main Components



Identify real items —— Experience

Students are invited to enhance their pre-task preparation in the new energy sector. This sector students are guided by the special guest student Yutong from the automobile engineering major. She guides students to experience the terms they have prepared with their own eyes.

Step 1: Yutong points to the automobile parts with a laser pen. Students are divided up into 3 groups. Group 1 respond with Chinese terms. Group 2 respond with English terms. Group 3 respond with English explanations of the term.

Step 2: Yutong describe the auto part in English. Group 1 respond with Chinese terms. Group 3 try to find out the part.

Purpose: This interactive activity is student- oriented, designed to help students internalize automotive terms through direct experience with real vehicle components, moving beyond theoretical preparation to practical application. By

physically engaging with actual auto parts (**Step 1**), students activate multi-sensory learning - seeing the components, hearing the terms, and making concrete connections between words and objects. The group division creates differentiated learning experiences: Group 1 reinforces Chinese terms, Group 2 practices English equivalents, while Group 3 develops deeper conceptual understanding through explanations. Step 2 challenges students to apply this knowledge dynamically as they match English descriptions to physical parts, simulating real-world interpreting scenarios. This approach addresses a critical gap in traditional terminology learning by ensuring students can visually identify parts beyond textbook images, understand components in their mechanical

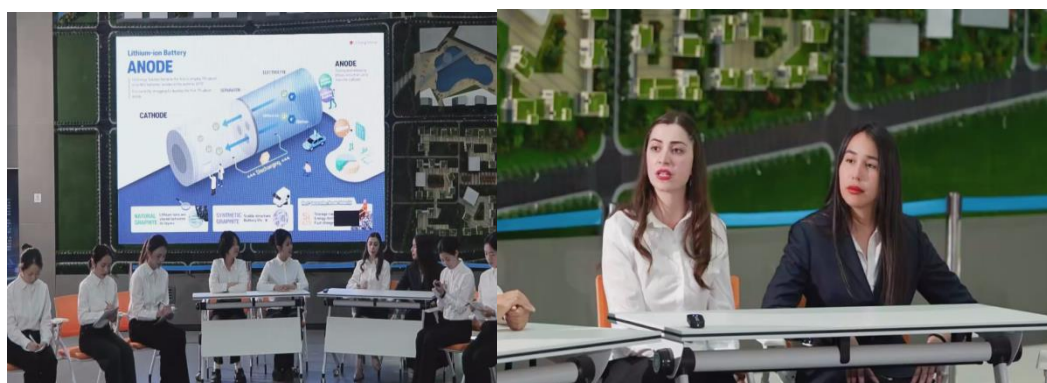
Context, and retrieve terms rapidly during actual interpreting situations. The activity emphasizes that true terminology mastery comes not from memorizing lists, but from building mental connections between language, objects, and their functions - a foundation for accurate, fluent interpreting in automotive settings.

Interpreting practice—Authenticity

Step 1: Two foreign students and two Chinese students are invited to have an authentic dialogue both in English and Chinese. They have a discussion about the latest advances in battery technologies.

Step 2: Invite 1 student to make a comment on their performance.

Step 3: The teacher further analyzes and give suggestions for improvement.



Purpose : This two-stage activity is designed to provide students with an authentic interpreting experience that bridges classroom learning with real-world application. By incorporating genuine cross-cultural dialogue between native and international students (Step 1), the exercise exposes interpreters to authentic accents and natural speech patterns that challenge textbook-perfect listening comprehension, spontaneous technical discussions that test real-time terminology retrieval, and interdisciplinary content combining battery technology with business and environmental considerations. Step 2's dual evaluation phase introduces technological benchmarking, where iFlytek's AI (讯飞同传) transcription serves as a contrast to highlight where human interpreters outperform machines in handling fragmented speech, how strategic omissions/paraphrasing maintain technical accuracy during rapid exchanges, and why contextual understanding (gained through preparation) enables better decisions than algorithmic pattern-matching. This exercise ultimately demonstrates how thorough preparation, combined with human judgment, creates value that pure technology cannot replicate in specialized technical communication.

Value Shaping

This activity cultivates professional interpreting values while reinforcing China's spirit of technological innovation. By engaging with authentic dialogues about cutting-edge battery technologies, students embody China's Innovation Ethos. The focus on battery advancements connects directly with China's leadership in renewable energy technologies. As students interpret discussions about breakthroughs like sodium-ion or solid-state batteries, they become linguistic ambassadors for China's scientific achievements, internalizing the independent innovation (自主创新) spirit driving national development. Second, students develop techno-diplomatic awareness. Handling real cross-cultural technical exchanges trains students to bridge international scientific communities, fostering the open cooperation (开放合作) principle that underpins China's global tech partnerships. Third, students can balance human expertise & technology. The AI comparison component highlights the irreplaceable role of

human interpreters in conveying nuanced technical concepts - mirroring China's balanced approach to technological progress that values both AI development and human expertise (人机协同发展). Through this exercise, students transition from passive learners to active participants in China's innovation ecosystem, appreciating how precise technical communication facilitates global knowledge exchange while showcasing Chinese technological capabilities.



2. P - Post assessment (3mins)

Step 1: Invite the local professional docent to present a speech again.



Step 2: Invite 1 student to interpret for him just as it is required by the given interpreting task to interpret for the Chinese docents at the exhibition center.

Purpose: This two-step post-assessment evaluates students' authentic interpreting competence through real-world simulation. First, by inviting a professional docent to deliver an actual exhibition speech (**Step 1**), we create the

he professional's natural pacing, terminology usage, and discourse patterns provide an objective standard to measure students' preparation adequacy and on-site performance against genuine workplace requirements.



Second the student interpreter

(**Step 2**) must simultaneously process unscripted technical descriptions and maintain exhibit-specific terminology consistency while managing public speaking pressure by adapting to the docent's unique speech characteristics. By

mirroring actual working conditions at the exhibition center, students experience the interpreter's professional responsibility in facilitating cross-cultural technical communication, representing institutional professionalism, ensuring information accuracy. This assessment moves beyond contrived evaluations, using industry collaboration to verify whether classroom training has achieved workplace-readiness standards for specialized interpreting tasks.



3. S-Summary (5 mins)

Listen to a professional interpreter about questions students curious about. These questions are mainly focused on pre-task preparation and interpreting for exhibition docents in similar tasks.

Purpose: This interview activity bridges classroom learning with industry reality

by having students listen to a professional interpreter address their practical questions. Through this dialogue, students will understand industry standards. They learn how professionals prepare for exhibition



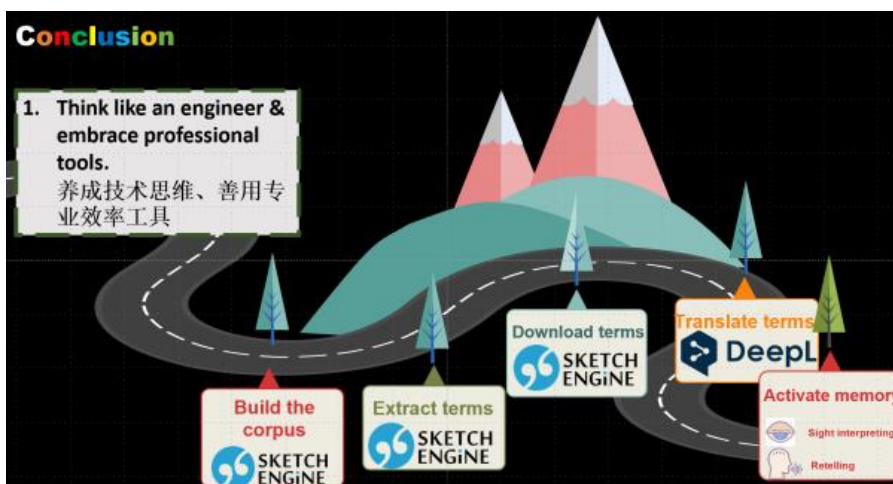
interpreting tasks, emphasizing that thorough pre-task research reflects an interpreter's professional ethics and commitment to accuracy. They also recognize interpreter responsibility by discovering how interpreters serve as cultural ambassadors, ensuring China's solutions and perspectives are conveyed clearly in global exchanges. They internalize best practices by gaining actionable insights on terminology management, background research, and real-time adaptation when working with docents. This session reinforces that interpreting is not just linguistic transfer, but a mission of faithful cross-cultural communication.

Summary by the teacher

- Think as an engineer and be ready to embrace new tools. There are many options for choice.
- Pre-task preparation includes term extraction, memorization and thorough understanding.
- Interpreters' duty to build bridges to facilitate China's solutions to the world.

Homework

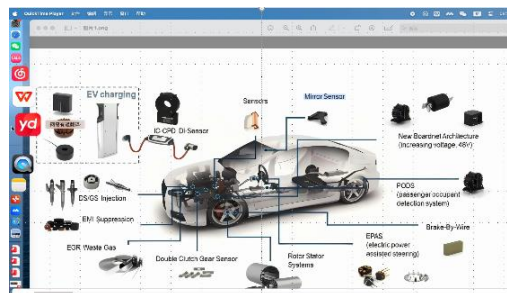
- Use Sketch Engine and AI tools to prepare for the interpreting service on the other 2 sectors of the exhibit.
- Invite at least 1 foreign student to visit this exhibit. Choose 1 sector to interpret for the Chinese docent and help the student to understand the exhibit.



Make a bilingual video to introduce one of the 3 sectors.

Work in groups and finish the mock-conference interpreting. Prepare your work with the following template.

(Role-play one speaker of the conference, study the topic and then make a speech. Invite one of your classmates as your interpreter.



Great importance is attached to the measurement and evaluation of the class. A series of methods have been designed, which combines qualitative and quantitative evaluation to measure the three dimensions of students' cognition, emotion, and knowledge and skills, exploring measurable evaluation of courses for ideological, political education.

(1) Self-assessment table.

Students are guided to do self-assessment based on three criteria—content, delivery and communication. After the unit or task is finished, students are encouraged to make self-assessment for their self-practice. Also, they are supposed to write a self-learning journal.

Construct	Parameter
Content	<ul style="list-style-type: none"> ● Accuracy ● Completeness
Delivery	<ul style="list-style-type: none"> ● Language use ● Fluency
Communication	<ul style="list-style-type: none"> ● Coherence ● Effectiveness

Interpreting Practice - Learning Journal	
Student Name	Emily
Date/Venue	May 27, 2025
Speech Title	Ethical Dilemmas in New Energy Vehicle Interpreting
Type of Interpreting	Consecutive Interpreting with notes
SI Length	51"
TI Length	66"
Source of the materials	https://www.icourse163.org/learn/GDUFS
1 Preparation - What did you do to prepare for this task?	
Aims of this practice	Speedup my TI delivery
List of Preparation	Glossary, background info about the speaker and the event, etc
2 Self-reflection - to be completed based on recordings or transcription	
2.1 Quality Overview: (what were you pleased with - what were you disappointed with?) 内容，信息完整度及准确度良好，措辞一处“控制”，导致后续信息卡顿，引发歧义。 表达：前半段口译语速匹配度达90%，后半段因听力压力出现多次停顿及频繁无效语气词。	
2.2 Major Problems and Reasons	
(1) 措译问题：笔记中“磷酸铁锂电池”简写为“NMC”，复述时误认为“三元锂电池”。	
(2) 表达问题：演讲者语言隐性逻辑较强，复述时需进行分析转化、斟酌用词并对背景进行适度解释。	
3 Suggestions for further improvement	
(1) 听力：加强笔记符号设计及练习，使特定符号绑定特定术语，注意易混词区分。 (2) 口译：选取高难度演讲文本训练逻辑简化能力，加强隐含义分析及关键词提取。	

(2) Peer assessment

Students are encouraged to be an observer of their peers. They evaluate other students by referencing to AI (科大讯飞) for instance. By doing this, they can appreciate both sides of AI

and human interpreters. This is also the way to strengthen the awareness of human & machine synergy (人机协同) which is the future for interpreter development.

(3) Teacher evaluation

The teacher assigns tasks to students through the platform Xuexitong, which can not only help test students' interpreting skills and completion of given tasks, but also enable the teacher

to access students' skill mastery of the task and to give them timely advice. In the classroom, the teacher evaluates students' cooperative, communicative and

research skills based on their completion of the pre-class tasks and their statements of findings.

(4) Evaluation from other aspects

For this unit, students are encouraged to interpret for the local Chinese docent to a foreign friend as it is required in the homework. Their performance can be evaluated by the foreign friends. Also, students are required to post a bilingual video introducing the exhibit. The evaluator will be the viewers online. All these are diverse evaluator of the learning. Previous videos of homework have received hundreds of thousands online viewers.