

# A Study of Blended Teaching Practice of Business Interpreting Based on Objective Problem Orientation

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**Abstract**—Aiming to help cultivate students' independent thinking and problem-solving ability, in accordance with the current situation and characteristics of Business Interpreting teaching in China, this paper proposes a blended online and offline teaching mode of Business Interpreting based on "objective problem orientation" with the help of the MOOC platform. Combined with scientific and reasonable formative assessment in teaching according to their aptitude, students are motivated to make full use of fragmented time to improve the efficiency of online and offline learning. Through pushing, discussing and solving five types of objective problems before class, in class and after class, students are asked to make more self-evaluation, peer evaluation on their simulating interpreting practice and teachers give more constructive advice in class and after class to help students further improve their practical interpreting skills. The results of the teaching experiment and the course satisfaction survey show that the proposed teaching mode can help to improve students' interpreting skills, practical ability and the ability to solve cross-cultural problems, which provides an effective experimental reference for the future course enhancement of Business Interpreting. It is hoped that this mode can also provide a new perspective for the development and research of interpreting teaching in the post-epidemic era.

**Index Terms**—business interpreting, objective problem, blended teaching, interpreting practice

## I. INTRODUCTION

With the further deepening of China's reform and opening-up policy and the rapid development of economy, foreign exchanges and cooperation in various fields are becoming more and more frequent. There is an urgent need for business talents with professional knowledge and interpreting skills. At present, China's translation market has entered a new stage of export-oriented translation. Translation from Chinese to other foreign languages has become an important driving force to serve the national development, build a community with a shared future for mankind, help China to expand its international market share and enhance China's international influence (Huang, 2018). However, according to the results of the market survey, English majors have poor knowledge structure and weak communication and cooperation skills (Wang, 2015). Therefore, it is imperative to enhance the teaching of Business Interpreting in order to improve students' interpreting skills and to better meet the needs of the international market.

At present, there are many problems in the teaching of Business Interpreting in China. First of all, the traditional interpreting classroom is teacher-centered, and most teachers only teach theoretical knowledge and demonstrate some interpreting skills. As listeners, students can only accept passively and imitate mechanically. At the same time, due to the lack of class hours and the lack of opportunities for skills training, students are more likely to fear difficulties and lack motivation when learning interpreting, which is a professional course that requires higher comprehensive ability such as listening, speaking, reading, writing and interpreting. Secondly, due to factors such as insufficient teachers and other teaching resources, teachers have to teach large classes with little interaction and it is difficult to teach according to students' aptitude with students as the center. In addition, due to the impact of the Covid-19 pandemic, trade fairs and exhibitions where students often participate in interpreting practice were and will be held online, which has brought lots of challenges to both business interpreting teaching and practice. In view of this, this study combines the characteristics of interpreting teaching, learning and interpreting practice in the post-pandemic era, and proposes a business interpreting teaching mode based on "objective problem orientation" with the help of the MOOC (Massive Open Online Courses) platform, so as to provide students with more skills training and practice opportunities, to improve students' interpreting and their ability to solve cross-cultural problems.

## II. OBJECTIVE PROBLEM ORIENTATION

Objective problem orientation teaching is a new teaching mode first proposed by Professor Zhou Rujin (2020), vice

president of Guangdong University of Petrochemical Technology. The objective problem refers to the course teaching problem designed in accordance with the course knowledge system in order to promote the effective realization of the objectives of talent training at the national, university and professional levels. According to the requirements of training objectives for students' comprehensive quality, this teaching mode integrates the specific teaching contents of the course, carefully designs five types of objective problems, i.e., basic problems, key problems, difficult problems, practical problems and extended problems, and then transforms the objective quality requirements and the course content system into the objective problem system. In teaching practice, teachers push objective problems before class to test students' mastery of basic problems, and solve key, difficult and practical problems together in class through four sessions: teacher's lectures, group discussion, sharing reports, and simulating practice. After class, students are urged to continue to complete the study of extended problems and evaluate the course. This teaching mode organizes teaching through objective problems, which helps to stimulate students' interest in learning, cultivate students' ability to think and solve problems independently, and enable students to better apply theories they have learned to practice. The interpreting course places great emphasis on skills, practicality and communication (Ren, 2020). Blended teaching based on "objective problem orientation" can better solve the problem of lacking skills training and practice due to the lack of class hours, and teachers can make full use of students' self-evaluation, peer evaluation in simulating practice and give constructive suggestions so as to help students further improve their interpreting skills and practical ability.

### III. BLENDED TEACHING PRACTICE OF BUSINESS INTERPRETING

#### A. Teaching Objectives

By adopting the student-centered concept and the teaching mode based on "objective problem orientation", this course aims to consolidate business professional knowledge and interpreting skills, highlight practical skills of business interpreting, enhance cultural self-confidence and the awareness of cross-cultural communication, cultivate self-learning ability, improve foreign language academic and professional literacy, and strive to serve regional economic development. Knowledge and skill objectives are learned independently online before class and internalized offline in class. Cognitive ability objectives and emotional objectives are accomplished with interaction between teachers and students, or between students and students online and offline. Details are shown in Figure 1.

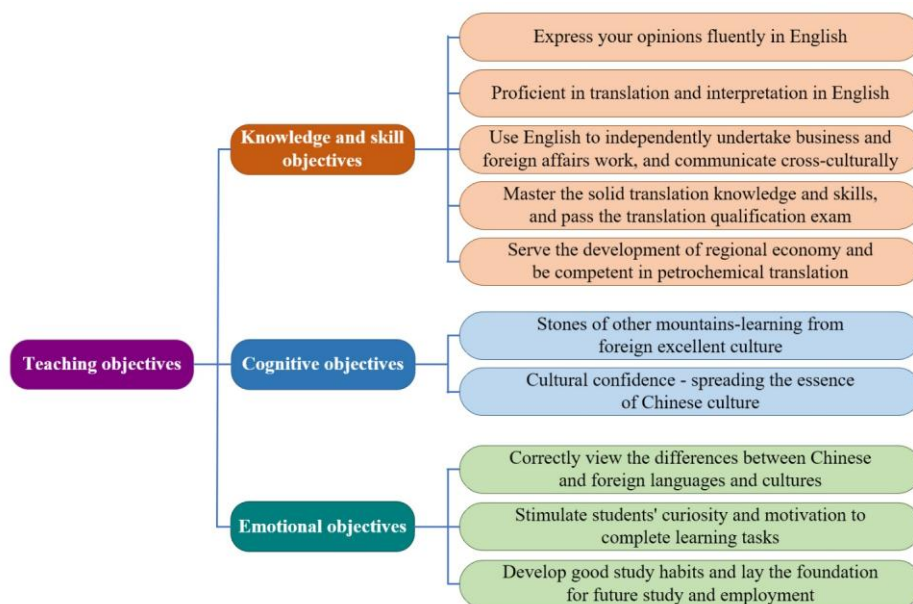


Figure 1 Teaching Objectives of Business Interpreting

#### B. Teaching Contents

Based on the teaching materials, this course is divided into three modules: knowledge learning, skills training and business-themed interpreting practice. Online learning mainly includes interpreting knowledge, interpreting skills and business knowledge, which can help to consolidate interpreting ability. Offline learning mainly includes interpreting training, simulating practice and interpreting evaluation, which can help to test the effectiveness of online learning. The learning of knowledge and skills includes listening skills, memory training, note-taking, interpreting skills and figure interpreting. Business themes include protocol routine, ceremonial speech, business meeting, international exhibition and business negotiation. Among them, in the course design, especially in the business theme design, the training objective of serving the regional economy must come first and related materials should be fully prepared. Details are shown in Figure 2.

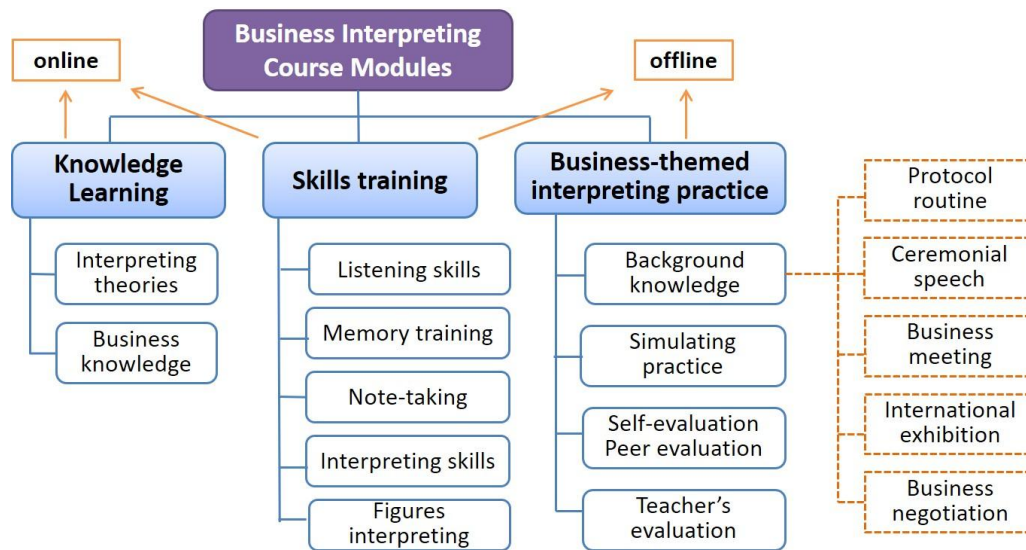


Figure 2 Course Module of Business Interpreting

In addition, the “Conference and Exhibition Translation Training” and “Interpreting Skills Training” in the translation curriculum system are offered as the interpreting practical weeks in the same semester. These two practical weeks are the extension of simulating interpreting practice of this course, which enables students to apply the knowledge and skills they have learned online and offline to the real field interpreting practice. Under the guidance of the teachers, the students work in groups to participate in the interpreting workshops and complete the interpreting and translation tasks carefully. Besides, students will also step out of school to participate in the biannual Canton Fair or other exhibitions, providing online and offline interpreting and translation services for domestic and foreign clients. After the practice, students will conduct self-evaluation and write reports to be submitted online. Teachers review and select some practical cases for further discussion and analysis online and offline.

C. Teaching Design

Business Interpreting effectively adopts blended teaching through the MOOC platform, releasing special assignments and tests to improve the effectiveness of online and offline teaching activities. This course is based on the “objective problem orientation” with the “student-centered” education concept, and constructs the “objective-problem-oriented six-step teaching method”, as is shown in Figure 3.

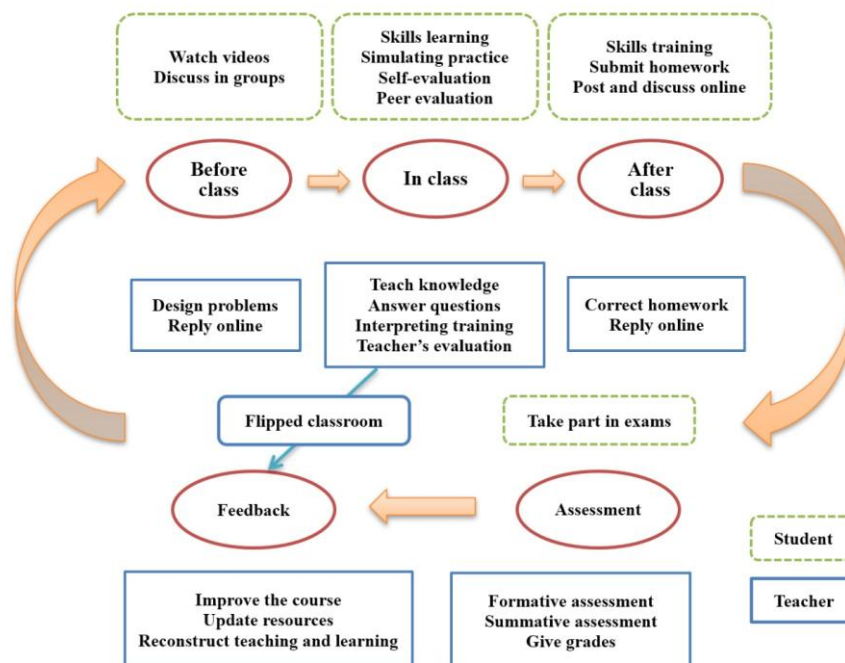


Figure 3 Overall Design of Online and Offline Blended Teaching of Business Interpreting

Step 1: Self-study—self-collection of data—self-analysis (self-exploration). Before the course starts, teachers release related teaching resources in advance, and then release online and offline teaching videos after students enter the course online.

Step 2: Group learning and discussion, and preparing business-themed simulating materials (cooperative exploration). Students watch videos online, teachers push basic problems for group discussion. Students review literature to summarize and conduct business-themed simulating practice.

Step 3: Teachers’ lectures on key and difficult problems—students’ self-evaluation and peer evaluation and teachers’ evaluation. Teachers first select 3 to 5 questions raised by the students as the key and difficult problems to be discussed in class, conduct corresponding interpreting skills training and practical drills, encourage students to make self-evaluation and peer evaluation, and then give comments and suggestions to help students solve practical problems, and at last raise extended problems for students to discuss online after class.

Step 4: Getting multiple valid feedback. In the teaching process, teachers pay special attention to tracking and feedback. According to the feedback of students before class, in class and after class, teachers timely adjust the teaching progress and methods, grasp the key points and difficulties, and then adjust the relevant teaching contents and resources.

Step 5: Using the evaluation results to reconstruct the teaching and learning process. After the course, the course evaluation is carried out through questionnaires and other methods. Teachers will focus on the problems found in the formative evaluation process, and try to make breakthroughs in key and difficult points with students in class.

Step 6: After the end of the course, evaluate the degree of achievement of the course objectives.

The core of “objective-problem-oriented six-step teaching method” includes one main line, three modules and five skills. “One main line” is to cultivate students’ ability to use English effectively to solve practical problems. “Three modules” refers to organizing the teaching contents with the clues of interpreting knowledge, interpreting skills and practical exercises, so as to realize the integration of “teaching, learning and doing”. “Five skills” refers to the cultivation of students’ five basic skills of listening, speaking, reading, writing and interpreting. In addition, the interpreting skills taught in this course are transferable, which can also be applied to other language activities.

*D. Example of Objective-problem-oriented Blended Teaching*

This paper takes “Business Interpreting Practice Module–Business Negotiation Interpreting” as an example to introduce the practical teaching process of “objective-problem-oriented six-step teaching method”, as is shown in Figure 4.

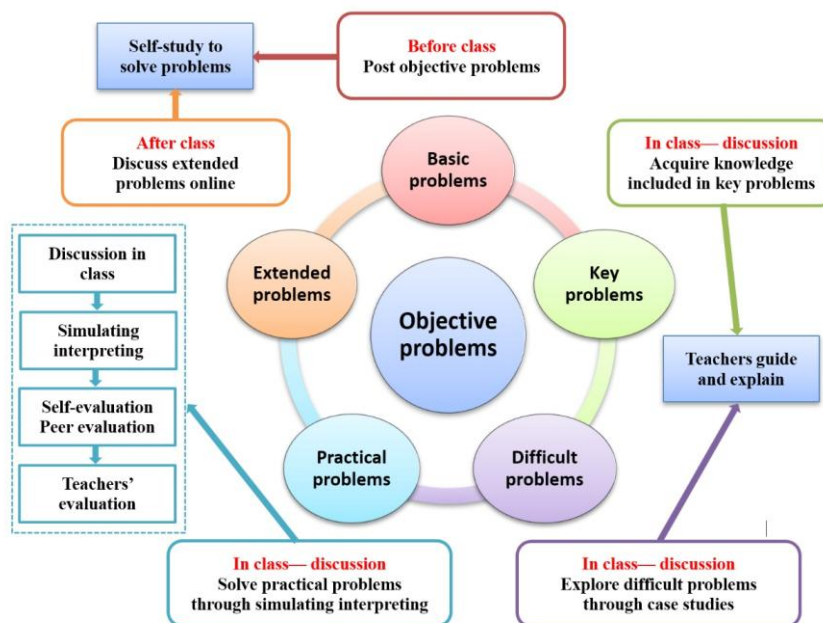


Figure 4 Example of Teaching Practice—Business Negotiation Interpreting

*(a). Before Class – Push Objective Problems*

Students first watch the micro-video on the MOOC platform to learn about the background knowledge of business negotiation. Second, they watch the micro-video of business negotiation interpreting and the simulating field interpreting video of senior students and evaluate the interpreters’ performance in the video. Then they are divided into groups to prepare the materials needed for the simulating practice in class, conduct rehearsals, mark the professional words related to the materials, and submit the materials online before class. Students are required to give priority to the

negotiation materials related to petrochemical industry which is the pillar industry in the city where the university is located, including the price, packaging, transportation, terms of payment, insurance, claims, arbitration, etc. Finally, students watch the video of the on-the-spot interpreting performance of Zhang Jing of the Sino-US High-level Strategic Dialogue on March 18th to 19th, 2021, and try to answer the following questions and post a discussion online: Should Zhang Jing interrupt the Chinese leader who has spoken for a longer time than is expected? Can we interrupt the speaker? How can we interrupt?

*(b). In Class – Discuss and Solve Key, Difficult and Practical Problems*

The first step in class: review the video and discuss the key problems. Teachers and students first evaluate the performance of the interpreters in the videos watched before class, and discuss the following questions: How can we fully prepare after receiving the interpreting task for business negotiation? What should we do if we don't understand what the speaker has said during the interpreting process? If we don't understand, when and how can we ask the speaker? If we still don't understand the speaker, can we ask for the second time? In this process, the role of the teacher is a listener and a guide, summarizing students' speeches and giving specific suggestions on the preparation before interpreting, including the accommodation, clothing, transportation, payment, specific content of the task, etc. Through discussion, students are taught the three-step method of practical interpreting: asking, supplementing and throwing away (Lin, 2004). Students are suggested to make post-interpreting summaries, including self-evaluation and inviting clients to evaluate on their interpreting for further improvement.

The second step in class: discuss difficult problems through case analysis. Review Zhang Jing's interpreting performance in the Sino-US High-level Strategic Dialogue, and discuss the following questions: How can the interpreter interrupt skillfully? When the negotiating parties encounter cultural conflicts, how can the interpreters play a better role as the cross-cultural bridges? If there is a dispute between the negotiating parties, should the uncivilized language of both parties be faithfully interpreted? How should the interpreter deal with the difficulties posed by the client or speaker? In this process, the role of the teacher is a sharer and a guide. By sharing personal interpreting experience and analyzing some negotiation cases, teachers guide students and discuss how to deal with cross-cultural conflicts as interpreters, focusing on how to behave without being too humble or arrogant when confronted with disputes and then give constructive advice.

The third step in class: discuss practical problems through simulating field interpreting. Before interpreting: students write the related professional vocabulary on the blackboard in advance for the interpreters' reference. Students play the roles of the Chinese and the foreign parties and conduct a live simulating dialogue. The teacher randomly selects an interpreter for each speaker for consecutive interpreting. During interpreting: the teacher and other students record and videotape the performance of the negotiating parties and the interpreter during the simulating interpreting process for review in and after class. Post-interpreting: the interpreters are encouraged to make self-evaluation and peer evaluation according to the evaluation scale made by the course team. Finally, the teacher makes comments and focuses on discussing the following problems: What should we do if the client's accent is too strong to understand? What should we do if the negotiation content is too professional? How can we overcome some interference? What should we do if some accidents occur during the negotiation, such as the client getting sick? In this process, the role of the teacher is a bystander and a guide. Teacher observes the whole process, helps students to explore how to solve the problems encountered in negotiation and interpreting, and then gives some suggestions.

*(c). After Class—Explore Extended Problems*

Students are required to discuss the following extended problems online: How can we deal with the cross-cultural conflicts between the negotiating parties? What are the etiquette precautions on business occasions? Students are then asked to review the simulating field interpreting and summarize the difficult problems in class and the extended problems after class, make the next study plan, write a report and submit the homework online.

*E. Course Assessment*

This course reconstructs the process of "teaching" and "learning", and designs a scientific and measurable assessment system. The course adopts a standard-referenced evaluation, that is, a series of standards formulated according to the course objectives and course concepts. It emphasizes the adjustment of teaching contents and methods in the teaching process by formative evaluation, which reflects the teaching concept of being student-centered. Specifically, the formulation of the assessment criteria for each task is based on the requirements of language knowledge, language skills, cognitive strategies and emotional attitudes of the course objectives. The course assessment consists of 50% summative assessment and 50% formative assessment. The summative assessment is mainly in the form of oral examination. The formative assessment consists of two parts, the online score (50%) and the offline score (50%), as is shown in Figure 5.

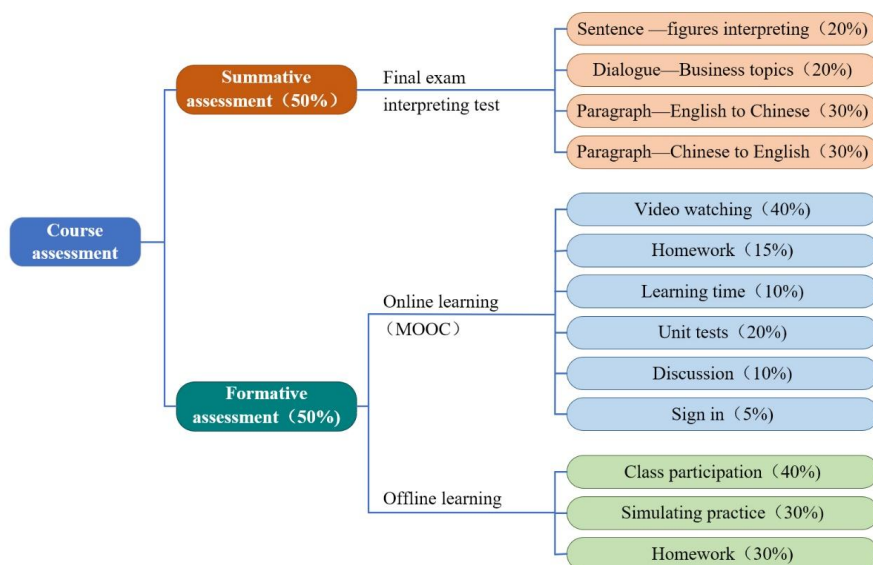


Figure 5 Course Assessment of Business Interpreting

IV. EFFECT AND ANALYSIS OF THE BLENDED TEACHING PRACTICE

A. Teaching Evaluation and Experiment Results

This course has been highly praised by students and other teachers because of its clear professionalism, practicality, purpose and cross-cultural communication, and has been offered as a core course for many years. The teaching evaluation on the course team from the students is satisfactory and the author ranks the first in the English department in the teaching performance evaluation in 2020 and 2021. Through hard learning, students can basically achieve the training objectives of the course, and can better complete the interpreting tasks on different occasions.

In order to verify the effect of blended teaching practice based on “objective problem orientation”, the author randomly chooses 2 classes from the 2018 English majors as the experimental group, and the other 2 classes as the control group. This experiment takes the spring semester of 2021 (second semester of the third year) as the experimental period, in which the interpreting final score of the control group consists of 70% of the final exam and 30% of the class performance as before. Statistical analysis is performed on the final examination results of the two groups, as is shown in Table 1. The results show that there is a significant difference in the average scores of the two groups ( $t/z=3.32 > 1.96$ ), and the standard deviation of the experimental group is smaller than that of the control group (see Table 1), indicating that the difference between the students in the experimental group is not large, and the overall final grades are significantly better than those of the control group. It can be seen that through the blended teaching and scientific assessment, students get more training and practical opportunities, further consolidate and improve their interpreting skills and improve their ability of bilingual expression. Therefore, it is verified that the blended teaching mode based on “objective problem orientation” can improve the interpreting ability of English majors, and the teaching effect is better.

TABLE 1  
STUDENTS’ FINAL SCORES OF BUSINESS INTERPRETING

Experimental sample	Number	Average score	Standard deviation	/z/
Experimental group	73	82.63	4.06	3.32
Control group	68	78.70	7.51	

B. Results and Analysis of the Course Survey

In order to further understand the students’ opinions and suggestions on the blended teaching mode, the author distributed 73 questionnaires to the experimental group at the end of this course, and received 73 valid questionnaires. The questionnaire is divided into four parts. The first part is the frequency analysis of demographic variables, including 15 males, accounting for 20.55%, and 58 females, accounting for 79.45%. The second part is a survey of respondents’ personal learning situation and their usage of the MOOC platform. The third part is the survey of respondents’ satisfaction with the blended teaching of Business Interpreting, which is the focus of this survey. There are 13 questions in this part. According to the “Likert Scale”, five levels of answers are set for each question, including “very satisfied, satisfied, average, dissatisfied and very dissatisfied”. The fourth part is mainly open-ended questions, including the questions and suggestions of the respondents on the blended teaching of this course. The software SPSS 21.0 was used to conduct reliability analysis, validity analysis and difference test on the third part of the questionnaire.

TABLE 2  
RELIABILITY ANALYSIS OF THE COURSE SATISFACTION SURVEY

Cronbach Reliability Analysis			
Item	Corrected Item— Total Correlation (CITC)	Cronbach $\alpha$ if item deleted	Cronbach $\alpha$
Teacher's teaching method	0.638	0.913	
Attendance management	0.495	0.916	
Assessment method	0.781	0.906	
Course schedule	0.775	0.906	
Convenience of operation of the MOOC platform	0.608	0.912	
Online learning resources acquired in class	0.699	0.908	
Overall satisfaction with this course	0.722	0.908	0.917
Flexible and diverse teaching design helps to motivates students	0.597	0.912	
Blended teaching enables students to learn actively	0.642	0.911	
More convenient and in doing exercises	0.767	0.906	
learning resources of blended teaching are more abundant	0.606	0.912	
Able to learn more from blended learning	0.62	0.912	
Will recommend this course to others in need	0.555	0.915	
Standardized Cronbach $\alpha$ : 0.920			

According to the above reliability analysis results (see Table 2), the overall standardized Cronbach  $\alpha$  is 0.917. As for the "Cronbach  $\alpha$  if item deleted", it can be seen that all of them are less than 0.917 of the total, indicating that the questionnaire questions do not need to be adjusted. The overall reliability Cronbach  $\alpha$  is 0.917, which is greater than 0.9, indicating that the reliability of the research data of the questionnaire is very high.

TABLE 3  
VALIDITY ANALYSIS OF THE COURSE SATISFACTION SURVEY

KMO and Bartlett's test		
	KMO value	0.879
	Approximate chi-square	533.638
Bartlett sphericity test	df	78
	p value	0

According to the results of the above exploratory factor analysis (see Table 3), the coefficient of the KMO test is 0.879, and the KMO value is greater than 0.8, indicating that the research data is very suitable for extracting information. It can also be seen from the significant difference of the sphericity test that the P value is infinitely close to 0, rejecting the null hypothesis, which means that the validity of this questionnaire is very high. In addition, in the difference test conducted for different genders (see Table 4), the P values of 13 items were all greater than 0.05, indicating that there is no significant statistical difference between different genders in the blended teaching satisfaction survey.

TABLE 4  
INDEPENDENT SAMPLES T TEST ANALYSIS OF COURSE SATISFACTION SURVEY

	Gender: (mean $\pm$ SD)		t	p
	Male(n=15)	Female(n=58)		
Teacher's teaching method	4.40 $\pm$ 0.91	4.22 $\pm$ 0.88	0.686	0.495
Attendance management	4.73 $\pm$ 0.46	4.55 $\pm$ 0.63	1.261	0.217
Assessment method	4.53 $\pm$ 0.64	4.34 $\pm$ 0.61	1.058	0.293
Course schedule	4.47 $\pm$ 0.74	4.31 $\pm$ 0.57	0.889	0.377
Convenience of operation of the MOOC platform	4.47 $\pm$ 0.74	4.29 $\pm$ 0.56	0.995	0.323
Online learning resources acquired in class	4.13 $\pm$ 0.92	4.45 $\pm$ 0.63	-1.569	0.121
Overall satisfaction with this course	4.40 $\pm$ 0.74	4.38 $\pm$ 0.52	0.102	0.92
Flexible and diverse teaching design helps to motivates students	4.47 $\pm$ 0.64	4.34 $\pm$ 0.61	0.684	0.496
Blended teaching enables students to learn actively	4.20 $\pm$ 0.94	3.91 $\pm$ 0.60	1.12	0.278
More convenient and in doing exercises	4.20 $\pm$ 0.94	4.05 $\pm$ 0.57	0.583	0.568
Learning resources of blended teaching are more abundant	4.40 $\pm$ 0.63	4.29 $\pm$ 0.56	0.64	0.524
Able to learn more from blended learning	4.33 $\pm$ 0.72	4.10 $\pm$ 0.61	1.248	0.216
Will recommend this course to others in need	3.93 $\pm$ 1.16	4.22 $\pm$ 0.59	-0.937	0.363
* p<0.05 ** p<0.01				

Based on the above analysis results, it can be seen that the questionnaire design is reasonable, the research data has high reliability and validity, and there is no significant difference in satisfaction between different genders, which provides a reliable basis for further analysis of the teaching effect of this course.

TABLE 5  
RESULTS OF COURSE SATISFACTION

Item	Evaluation results (Number/Percentage)				
	Very satisfied	Satisfied	Average	Dissatisfied	Very dissatisfied
Overall satisfaction with this course	42.47%	53.42%	4.11%	0%	0%
Teacher's teaching method	45.21%	42.27%	8.22%	1.37%	2.74%
Flexible and diverse teaching design helps to motivates students	43.84%	49.32%	6.85%	0%	0%
Able to learn more from blended learning	27.40%	61.64%	9.59%	1.37%	0%
learning resources of blended teaching are more abundant	36.99%	57.53%	5.48%	0%	0%
Blended teaching enables students to learn actively	20.55%	57.53%	20.55%	1.37%	0%
Online resources acquired in class	49.32%	41.10%	8.22%	1.37%	0%
Convenience of operation of the MOOC platform	39.73%	53.42%	6.85%	0%	0%
More convenient and efficient in doing exercises	24.66%	60.27%	13.7%	1.37%	0%
Attendance management	64.38%	30.14%	5.48%	0%	0%
Assessment method	45.21%	47.95%	6.85%	0%	0%
Course schedule	41.10%	52.05%	6.85%	0%	0%
Will recommend this course to others in need	32.88%	53.42%	12.33%	0%	1.37%

Judging from the overall teaching effect (see Table 5), the vast majority of students are satisfied with the blended teaching of Business Interpreting (95.89%). The teacher's teaching mode is novel, the classroom design is flexible and diverse, and the learning enthusiasm and initiative of the students are effectively mobilized through the learning and simulating practice based on five types of objective problems. Under the guidance of teachers, students make full use of various online and offline resources for self-learning and training, collaborative exploration, simulating business scene for interpreting practice, and thus their ability to solve practical problems and cross-cultural communication is significantly improved. In addition, the results of the fourth part of the survey also give some enlightenment to the course enhancement. Regarding the drawbacks of traditional classrooms, 71.23% of the students believed that their initiative to study was not strong enough and online classes could not be adjusted according to their own learning habits, 43.84% of the students thought that there were not rich learning resources, teachers had limited time to answer questions offline, and could not answer questions in a timely manner. 27.4% believed that there was little interaction between teachers and students, and it was easy to get distracted in class. 26.03% thought that there were fewer opportunities to express their opinions and the content of traditional classroom teaching was relatively simple. After the online-offline blended teaching was launched, 56.16% of the students said that their learning attitude was more positive than before, 24.66% of the students said they had always been positive, and only 5.48% of the students were more lazy than before. Therefore, 91.78% of the students believed that the combination of traditional classroom and the information-based classroom was a necessity for future study. Students discuss objective problems through the MOOC platform, upload personal assignments such as note-taking training in a timely manner, and publish team simulating training videos for self-evaluation, peer evaluation and teacher evaluation, which can effectively solve the problems that affect interaction and skills training due to less learning hours and more students in class.

However, there are still some practical problems that need to be solved urgently from the survey. For example, when students were not paying attention during online learning, they would do something that had nothing to do with learning. As for the reasons, 50.68% of the students thought that the teaching videos lacked interactivity so that they could not concentrate on video learning. 32.88% of the students thought the videos were rather boring, affecting their interest in learning, and only 8.22% of the students thought the course content was a bit difficult. The lack of concentration and efficiency of online video learning makes it urgent to improve the content and interactivity of teaching videos. The design of the objective problems needs to be more scientific, reasonable and interesting. At the same time, more interactive designs should be added during the video playback to attract students' interest in learning so as to improve their learning efficiency. This is also one of the important problems to be solved for this course in the future.

In addition, students are unable to make completely objective self-evaluation and peer evaluation because of their self-esteem and mutual relationship. The teaching effect relies more on teachers' on-the-spot demonstration and timely comments on students' classroom performance, such as the content of their interpreting, the completeness and accuracy of the language expression, the fluency and authenticity of the language expression. Teachers also need to pay attention to students' paralinguistic and non-verbal expression, the structure and method of the notes, etc (Ren, 2020). In order to achieve a scientific and comprehensive evaluation within the limited class hours, with students as the center, the team of this course will make full use of the "Interpreting Competence Scales in China's Standards of English" (Wang, 2017) to



further optimize our self-made scale of students' self-evaluation and peer evaluation, providing students with scientific evaluation tools to effectively monitor the learning effect and progress. At the same time, anonymous and public evaluation, online and offline evaluation can be used in peer evaluation to help students improve their interpreting skills during practical training in class and after class.

### C. Future Improvement of Business Interpreting

Reconstructing teaching and learning according to the results of the survey, the course team should not only enrich online teaching resources, but also optimize offline classroom teaching and course design. Specifically, the following four aspects in the future should be done well:

First, enrich course resources. Based on the experience and feedback of teachers and students, the teaching methods will be continuously improved, and necessary resources will be supplemented. The survey mentioned above shows that 78.08% of the students wanted to have the course team record online teaching micro-videos, which can be watched and studied repeatedly after class. Therefore, the course team will select popular teachers with rich teaching experience and solid professional foundation so as to record high-quality teaching micro-videos, and supplement more practical interpreting videos to meet the needs of interpreting learning and training. In addition, based on the needs of the industry, the content of the course should be kept pace with the times. More practical interpreting cases can be used for teaching design to cultivate students' ability to solve complex problems.

Second, standardize the course teaching. Through on-the-spot research and careful analysis, the training objectives, knowledge of each module, teaching tasks and activity descriptions will be further formulated in detail, and the course teaching standards will be formed to standardize the teaching of each teacher in the team and ensure the quality of teaching.

Third, improve the ability of the teaching staff. Regular teaching salons will be held to invite experts to share practical experience and solve practical problems. More academic exchange activities and lectures inside and outside the university will be organized to improve teachers' professional quality. At the same time, teachers will be encouraged to participate in off-campus interpreting practice to enrich teaching and practical experience.

Fourth, standardize the management. The team will have a clearer work division responsible for the course management, such as participating in topic discussions, answering students' questions and feedback on learning and reviewing assignments online.

## V. CONCLUSION

According to the current teaching situation and characteristics of Business Interpreting in China, this paper constructs a blended online and offline teaching mode of Business Interpreting based on "objective problem orientation" with the help of the MOOC platform. As a guide, a listener and a bystander, teachers push and discuss with students before class, in class and after class about the five types of objective problems, including basic problems, key problems, difficult problems, practical problems and extended problems, and teach students according to their aptitude. Combined with scientific and reasonable formative evaluation, this teaching mode can help to stimulate students' interest in learning, enhance learning motivation, enable students to make full use of fragmented time, and improve the efficiency of online and offline learning. The results of the experiments and the survey show that the teaching mode proposed in this paper is helpful to improve students' interpreting skills, practical ability and the ability to solve cross-cultural problems, and it provides an effective experimental reference for the construction of future business interpreting courses. It also provides a new perspective for the development and research of interpreting teaching in the post-pandemic era. However, since this study is mainly aimed at students in Guangdong University of Petrochemical Technology, there are some limitations in its findings, and more extensive and more in-depth empirical researches are still needed to further verify the teaching mode proposed in this paper in the future.

## ACKNOWLEDGEMENTS

This work was supported in part by grants from The 2021 Education and Teaching Research and Reform Project of the Guangdong-Hong Kong-Macao Greater Bay Area Universities Online Open Course Alliance, PRC (grant number: WGKMII034), The Department of Education of Guangdong Province, PRC (grant number: 2021-29), Guangdong Higher Education Association, PRC (grant number: 19GYB021), The Department of Science and Technology of Maoming, PRC (grant number: 2022054), The 2021 Education and Teaching Research and Reform Project of Guangdong University of Petrochemical Technology (grant number: 2021JY46) and Foreign Language Professional Skills Teaching Team of Guangdong University of Petrochemical Technology (grant number: JXTD201924).

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