

## Exploring a New Training Model for Undergraduate Interpreting Talents

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Since 2007, more than 200 institutions of tertiary education on the mainland of China have established undergraduate translation and interpreting programs to cultivate talents in liaison/community interpreting. However, as liaison/community interpreting falls under the category of non-conference interpreting, many students majoring in English who have received basic interpreter training are also capable of performing such interpreting tasks. As a result, the effectiveness of training interpreting talents in undergraduate translation and interpreting programs does not make much difference. Then, are there any other ways to cultivate undergraduate interpreting talents at a higher level, with a focus on consecutive and simultaneous interpreting? Can undergraduate students receive conference interpreter training?

This article, based on the interpreter training practice at the School of International Studies of Shenzhen University in the past 10 years, introduces an interpreter training model that differs from the mainstream undergraduate translation and interpreting programs. Our approach is to select a small number of third- and fourth-year undergraduate students from various majors who have a linguistic turn of mind, broad knowledge base for a dedicated two-year interpreter training program through a competitive screening test. Our stellar track record shows that with the help of core interpreting courses, proper training materials coupled with intensive in-class and after-class deliberate practice, strict course requirements, and effective supervision, good training results can be achieved.

*About the Presenters:*



**Zhang Jiliang** is currently a professor at the School of International Studies, Shenzhen University. He is the vice president of Guangdong Translators Association, the president of Shenzhen Translators Association, and a member of the Interpreting Committee of the Translators Association of China. His major research interests are the Interpretive Theory of Translation proposed by the Paris School and interpreting pedagogy. He is also the founding instructor of the "Advanced English-Chinese Interpreting Program" (now "Advanced English-Chinese Interpreting Micro-Degree Program"), and the instructor of the Nation-level First-class Undergraduate Course "Introduction to Consecutive Interpreting" (offline) at Shenzhen University.



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