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I . PRE-CLASS	
iQuestion—What's So Special About Chinese Civilization?	Teaching Design
<p>Preview tasks assigned through “Chaoxing platform”(超星泛雅).</p> <p><i>Q1: How do you understand Chinese culture and its way of living as contrasted to other cultures?</i></p> <p><i>Q2: Have you encountered any cultural shocks? How did you cope with that?</i></p> <p><i>Q3: Now we hear a lot about the “Clash of Civilizations”. Do you think it is inevitable?</i></p> <p><i>Q4: Is there a culture that is superior to another? How do you understand cultural diversity?</i></p> <p><i>Q5: What could be done to encourage constructive dialogue and cooperation between various civilizations? How can Chinese philosophy play a role in it?</i></p> <p>Task 1 Please watch/read the following materials and find answers to the above questions.</p> <p>Some food for thought:</p> <p>[1-1] Introduction to China in Ten Minutes. (Video)</p> <p>[1-2] The Chinese Theory of Leisure. (Article)</p> <p>[1-3] The Cult of “Face”. (Article)</p> <p>[1-4] It's Time to Appreciate Cultural Diversity. (Video, TED)</p> <p>[1-5] “Harmony in Diversity” Explained. (Video, CGTN)</p>	<p>Problem-based tasks to arouse interests and enhance critical thinking.</p> <p>A hidden curriculum of ideological and political education—respecting cultures in different forms.</p> <p>Different perspectives to enlarge their scope of mind.</p>
iLearn—Chinese Culture Going Global	Teaching Design
<p>Task 2 Prepare yourself for interpreting tasks on the following subjects.</p> <p>The videos and reading tasks that follow would serve as a good starting point. Still you may need to search for more materials to get a full picture on the issue.</p> <ul style="list-style-type: none"> • Cultural Diversity & Cultural Shock. • The Influence of Chinese Culture in the World (Guan Hanqing(关汉卿) vs Shakespeare). • Rising Tensions Between US and China. • New-Type Major Country Relations. <p>Some food for thought:</p> <p>[2-1] Cultural Diversity and the Export Structure of Chinese Cultural Products.</p> <p>[2-2] Proposal Made to Honor “China's Shakespeare (关汉卿)” at 2008 Olympics.</p> <p>[2-3] CGTN launches special column for China's Intangible Cultural Heritage.</p> <p>[2-4] Live: The 7th Int'l Festival of Intangible Cultural Heritage. (Video, CGTN)</p> <p>[2-5] What Explains Chinese Vlogger Li Ziqi's Success. (Video, CGTN)</p> <p>[2-6] Are Li Ziqi's Works “Cultural Export”? (Article)</p> <p>[2-7] Vlogger Sparks Debate on Culture Promotion. (Article)</p> <p>While you watch and read, please also note down the key terms as well as necessary background knowledge (e. g. “comprehensive strategic partnership of coordination” and its connotation), and compile a bilingual glossary on the weekly topic. Bring the glossary to the class and compare yours with that of your classmates.</p>	<p>A hidden curriculum of ideological and political education—confidence in Chinese culture and dedication in spreading Chinese culture.</p> <p>Guiding students to conduct pre-conference preparation on their own.</p>

II. WHILE-CLASS

iDiagnose: How to Interpret for a Dialogue?

Teaching Design

LEAD-IN

[PPT] Share interpreting scenarios with sentences that reflect cultural differences (as per the requirements of last week's assignment) and provide possible ways for interpreters to deal with these situations.

[Teacher] Invite students to discuss possible renditions or ways to deal with these problems. Guide students to find ways to both preserve the speaker's intent and deliver the message in a culturally appropriate manner while interpreting.

Q: Have you ever encountered any troubles caused by cultural differences in interpreting practices?

1. Guidelines for the Mock Interpreting Session

1.1 The setting

[PPT] What is the setting like?

An interpreter in the dialogue setting is required to interpret between two languages in both directions. In a general setting the content is usually broad and routine, the content or complexity of the situation can usually be predicted and planned for, and there are opportunities for error correction. There are typically only two participants and the physical elements of the setting permit the interpreter to manage the discourse to ensure that utterances are suitable for retention and recall.

Q: What does this kind of setting demand from interpreters in general?

1.2 Elements and Performance Criteria

[PPT] Guide students through the key points in the reading assignment from last week. Explain and summarize the elements and performance criteria for dialogue interpreting.

Table 1 Elements and performance criteria for dialogue interpreting

Elements	Performance Criteria
Receive and analyze source message	① Establish dialogue protocols with participants in a professional manner to facilitate communication dynamics and outcomes, and provide clarification where required ② Attend actively to source utterance, and identify and address factors affecting communication flow ③ Determine linguistic, non-linguistic and structural elements of discourse, and identify and address factors affecting meaning ④ Identify and address issues of understanding or recall in a manner that does not compromise effective delivery
Transfer message to target language	① Transfer communicative intent of utterance into target language using techniques to ensure impartial delivery ② Identify and address issues in message transfer promptly and according to established techniques ③ Maintain flow of communication and manage discourse in a professional and culturally appropriate manner ④ Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from task
Evaluate interpreting performance	① Evaluate performance in line with issues encountered, task requirements and code of ethics ② Determine personal impact of assignment and identify need for debriefing and counselling ③ Implement strategies to improve future work practices

Brainstorm and group discussion to lead in to the topic of cultural differences.

Blackboard writing: Three-Cornered Dialogue Interpreting on Cultural Difference.

Raise a question as a transition to the next point of discussion

Summarize the criteria, explain the key points and clear doubts.




iDiagnose: How to Interpret for a Dialogue?	Teaching Design
[Teacher] Explain the italicized items when necessary. Clarify any confusion from the students.	
iPractice—Hands-on Practice	Teaching Design
<p>BRIDGE-IN</p> <p><i>Q: How do you understand Chinese culture as contrasted with western cultures?</i></p> <p>[PPT] A video clip (30 sec) excerpted from a recent film <i>Farewell</i> (《别告诉她》) directed by a Chinese-American director Lulu Wang. It reveals the culture differences between US and China, and how that would affect our ways of thinking and behavior.</p> <p>[Teacher] Invite students to explain the cultural differences reflected in the story. When east meets west, cultural shocks will often take place.</p> <p><i>Q: Have you encountered any cultural shocks?</i></p> <p>[Teacher] Encourage students to brainstorm and relate themselves to the topic.</p> <p>1. The Mock Session</p> <p>[Teacher] Invite a foreign teacher to be the guest speaker. Introduce the speaker to the students and explain the rules.</p> <p>[PPT] Rules of the game.</p> <p>The dialogue happens between a Chinese teacher (played by the lecturer of the course) and her colleague—a foreign teacher Mike from Britain (played by a foreign teacher invited to the session as a guest speaker). Both of the two speakers cannot understand the other language.</p> <p>Two volunteers are needed to help the two speakers communicate and each is responsible for one part of the dialogue.</p> <p>The rest of the class serve as the “real audience” (the customers) who are asked to assess interpreters’ performance and give their advice or comments to interpreters.</p> <p>[Teacher] The teacher invites two volunteers to the stage, sitting behind the two speakers, and records both the SL and TL speech. The mock interpreting task may last around 15~20 minutes with pauses in between (shown in the transcript below as “//”) and possible contribution from the audience. In order to provide a real experience, the two speakers can stop using the transcript at any time and make an impromptu speech when they find the answer provided in the transcript is inconsistent with the information they’ve got from the interpreters and bilingual audience.</p> <p>2. Comments and feedback</p> <p>[PPT] Form groups of four, comment on the interpreters’ performance from the following three aspects and offer suggestions for them to improve their performance. You may refer to the “Evidence Guide” and “Range Statement” in the reading assignment of last week to detect or explain problems in the process.</p>	<p>Invite a foreign guest speaker to present a real linguistic and cultural barrier.</p> <p>Situational teaching method.</p> <p>The design of the rules can both offer first-hand interpreting experience to some, and involve as many others as possible by assigning roles with chances of being asked to help the interpreter.</p>

iPractice—Hands-on Practice	Teaching Design
<p>[Hand-out] The reading assignment of the last week. Interpreting in General Dialogue Settings (LOTE).</p> <p><i>Q1: Did the interpreter preserve the communicative intent of the speaker?</i></p> <p><i>Q2: Did the interpreter use a range of techniques to assist in the message transfer process and to address problems in delivery?</i></p> <p><i>Q3: Did the interpreter maintain flow of communication?</i></p> <p><i>Q4: Did the interpreter manage discourse in a professional and culturally appropriate manner?</i></p> <p><i>Q5: How to improve their performance? Or, how to keep up the good work?</i></p> <p>[Teacher] Invite the representatives from two groups to present their comments, feedback and suggestions. Pay special attention to the role of encouragement in interpreting. Encourage all the brilliant responses, including both wording and delivery.</p> <p>[PPT] Comments and feedback from the teachers (two speakers). Elaborate on any wording that may cause confusion. Provide ways to avoid these problems and ensure effective and efficient communication. Highlight any potential offense in the interpreter's output.</p> <p>3. Text-based analysis</p> <p>[Hand-out] The transcript. ^①</p> <p>Part I</p> <p>A: Cultural shock. Yes, I welcome cultural shock. If I wasn't shocked I would be shocked that I wasn't shocked. The first time I came to China was actually 1988, before many of you were born, not before you were born. That was a special year, a momentous year. The calm before the storm. It's like arriving in France in 1788, if you know what I mean. // Of course, in this public forum we can't talk about that. So, on a much more mundane level, I must say, the first thing that shocked me was—I really was shocked—the lack of work ethic. I thought that Chinese work hard. But oh no, they are sitting in office eating bananas, openly reading newspapers. I really was taken aback. It was a very laid-back culture. Of course this was in the south. Perhaps it's rather different. So, I was wanting to ask you, do you have any theories about why people were so snail-paced and slow?</p> <p>B: 对于这个问题呢, 还是和中国的农业文明, 和中国历史太长分不开。你知道, 农业文明与工业文明不同, 它节奏比较慢, 而且农作物的生长都是有规律的。// 春播、夏长、秋收、冬藏, 都很有规律, 用不着着急。生活在农业文明中, 养成了中国人不紧不慢的性格, 而且还偏爱慢的东西, 比如书法、太极, 都追求慢。气功、打坐、站桩, 那更是慢到了极致。可以说, 任尔东南西北风, 我自岿然不动。那其中的内涵和精妙, 可能不是你能体会的。那么, 老麦, 咱们再把话题收回来, 我想问你刚到中国的时候是如何克服这些文化冲突的。</p>	<p>Hands-on practice.</p>

① The speech is excerpted from a dialogue interpreting session at the 3rd All-China Interpreting Contest and transcribed by the author.

iPractice—Hands-on Practice	Teaching Design
<p>Part II</p> <p>A: Of course the first thing you do is to ask your compatriots, other foreign teachers, to go forward. But then you come across various layers of bureaucracy which you have to cut through. And sometimes, if we got really desperate, we go straight to the top and knock on their doors. This will cause tremendous promotion when they come out to solve our tiny little problems like, “Oh, let me get a wire to put on my tape recorder, or something like that. And then there’d be endless procrastination, taking months and months to get through all this. // So, in the end, I did a DIY strategy—Do It Yourself. Just go to the shop. Buy the thing. Cut through all this thickness. Yes, I’m not a great fan of that. Perhaps for the people who are dealing with stuffs, we were just a bunch of spoiled brats. Never mind. So, I have heard, a little bird told me that you have paid a visit to Britain. So how about cultural shock in my home country?</p> <p>B: 那么当时我来到了英国谢菲尔德大学做访问学者，那时也碰到了太多文化冲突，太多的 shock。最主要的是我听不懂英国人说什么，所以我当时说的最多的一句话是 Pardon? Pardon? // 还有一个突出的感受，就是感觉很难融进英国人的生活，他们都有点客气，但有点儿冷。和他们在一起，不知道该说什么，感觉英国人有一些异国的傲慢。那么，Mike，你认为，英国有过日不落帝国的辉煌，在内心深处是否有些高傲，对非西方的国民有些轻视呢？</p> <p>SOURCE-MESSAGE ANALYSIS</p> <p>Q1: <i>What’s the gist of the speech? What are the shocks, to be specific?</i></p> <p>[Teacher] Guide students to value the importance of understanding the question in dialogue interpreting.</p> <p>Q2: <i>How to understand the term “lack of work ethic” by the English speaker?</i></p> <p>[Teacher] Remind students to fit the expressions into the context and think globally to understand the core message.</p> <p>Q3: <i>If you’re the Chinese speaker, how would you respond? Do you believe that Chinese people are just lazy, or is that only part of the story?</i></p> <p>[Teacher] It’s a tricky question. But it’s necessary to point out the fact that in cross-cultural exchanges we will often find ourselves in such a situation where we have to choose whether to admit something as our weakness or to explain our cultural difference and clarify the misunderstanding. We have to understand and show confidence in our own culture before we win due respect from others.</p> <p>Q4: <i>How did the Chinese speaker respond?</i></p> <p>[Teacher] Guide students to understand the core message: Chinese culture of leisure (慢文化) was originated from its long history of agricultural civilization and produced unique cultural products such as Kungfu. Lead students to understand the speaker’s intent to explain its origin and share its beauty with others.</p>	<p>Group work.</p> <p>Heuristic teaching method to guide them to look into the task.</p> <p>Case-based study.</p>

iPractice—Hands-on Practice	Teaching Design				
<p>Q5: <i>How to explain the beauty of the Chinese culture of leisure?</i></p> <p>[PPT] The Chinese theory of leisure by Lin Yutang(Picture 1).</p> <div data-bbox="421 403 1029 698"> <p>The Chinese Theory of Leisure (Lin Yutang)</p> <ul style="list-style-type: none"> • The American is known as a great hustler (劳碌者), as the Chinese is known as a great loafer (悠闲者). • Culture is essentially a product of leisure. The art of culture is therefore essentially the art of loafing. • The man who is wisely idle is the most cultured man...The wisest man is therefore he who loafs most gracefully. <p style="text-align: right;">--The Importance of Living</p>  </div> <p style="text-align: center;">Picture 1 The Chinese theory of leisure by Lin Yutang</p> <p>Q: <i>Can we find similar philosophies in two vastly different cultures?</i></p> <p>[PPT] Invite students to share with the class their findings(Picture 2).</p> <div data-bbox="421 857 1029 1129"> <table border="1"> <thead> <tr> <th data-bbox="425 861 685 902">Chinese Philosophy</th><th data-bbox="710 861 1026 902">Bible (Ecclesiastes 3:1-8)</th></tr> </thead> <tbody> <tr> <td data-bbox="425 914 685 1124"> <p>天何言哉？ 四时行焉，百物生焉。 ——老子</p> <p>夫春生夏长，秋收冬藏， 此天道之大经也。 ——《史记》</p> </td><td data-bbox="710 914 1026 1124"> <p>To everything there is a season, A time for every purpose under heaven: A time to be born, And a time to die; A time to plant, And a time to pluck what is planted; 天下万物都有定期，凡事都有定时。 出生有时，死亡有时； 耕种有时，拔出有时</p> </td></tr> </tbody> </table> </div> <p style="text-align: center;">Picture 2 Similar philosophies in two different culture</p> <p>[PPT] Explain the similarities. Cultures resonate with each other.</p> <p>TL REPRODUCTION</p> <p>[PPT] Identify the main obstacles, both linguistic and cultural, for interpreting. Guide students to discuss and solve linguistic and cultural obstacles.</p> <p>[PPT] Linguistic obstacles.</p> <p>Q1: <i>Have you encountered any linguistic obstacles in the process?</i></p> <p>Q2: <i>How to overcome these obstacles?</i></p> <p>[PPT] Guide students to explore the topic through a Think-Pair-Share group discussion.</p> <p>[PPT] New words:</p> <p>Mundane, taken aback, laid-back culture, snail-paced.</p> <p>[PPT] Paronomasia:</p> <p>If I wasn't shocked I would be shocked that I wasn't shocked; Before many of you (the audience) were born, not before you (the teacher) were born.</p>	Chinese Philosophy	Bible (Ecclesiastes 3:1-8)	<p>天何言哉？ 四时行焉，百物生焉。 ——老子</p> <p>夫春生夏长，秋收冬藏， 此天道之大经也。 ——《史记》</p>	<p>To everything there is a season, A time for every purpose under heaven: A time to be born, And a time to die; A time to plant, And a time to pluck what is planted; 天下万物都有定期，凡事都有定时。 出生有时，死亡有时； 耕种有时，拔出有时</p>	<p>Free Discussion.</p> <p>Group work.</p>
Chinese Philosophy	Bible (Ecclesiastes 3:1-8)				
<p>天何言哉？ 四时行焉，百物生焉。 ——老子</p> <p>夫春生夏长，秋收冬藏， 此天道之大经也。 ——《史记》</p>	<p>To everything there is a season, A time for every purpose under heaven: A time to be born, And a time to die; A time to plant, And a time to pluck what is planted; 天下万物都有定期，凡事都有定时。 出生有时，死亡有时； 耕种有时，拔出有时</p>				



iPractice—Hands-on Practice	Teaching Design
<p>[PPT] Paronomasia:</p> <p>This issue usually occurs in interpreting from B language (the second foreign language) into the A language (mother tongue). We may infer the meaning of the new words from the context. For example, though you may not know the term “laid-back culture”, you can still infer its meaning from the examples that follow (sitting in the office, eating bananas, etc.).</p> <p>[PPT] Paronomasia:</p> <p>If I wasn’t shocked I would be shocked that I wasn’t shocked; Before many of you (the audience) were born, not before you (the teacher) were born.</p> <p>[PPT] New words:</p> <p>Mundane, taken aback, laid-back culture, snail-paced, procrastination, spoiled brats; 书法、太极、气功、打坐、站桩。</p> <p><i>Q: How to deal with paronomasia? How to reproduce humor?</i></p> <p><i>Q: Can you infer the meaning of new words according to the context?</i></p> <p>[Teacher] Encourage students to find out the answers by themselves.</p> <p>[PPT] Paronomasia:</p> <p>The key for word play is the convey the speaker’s communicative intent, both the meaning and the humor. When you cannot have both, then sacrifice the one that is less important considering the context.</p> <p>[PPT] Possible renditions:</p> <ul style="list-style-type: none"> · 如果说我没经历过文化冲击，那于我而言将会是最大的冲击。 · 那时在座的很多人都还没出生，当然，我说的“很多人”里不包括您。 <p>[PPT] New words:</p> <p>Linguistic obstacles on word level typically fall into two categories, problems in understanding the new words and problems in coming up with an equivalent due to limited amount of vocabulary.</p> <p>The former issue usually occurs in interpreting from B language (the second foreign language) into the A language (mother tongue). We may infer the meaning of the new words from the context. For example, though you may not know the term “laid-back culture”, you can still infer its meaning from the examples that follow (sitting in the office, eating bananas, etc.). The latter issue occurs typically in interpreting from A language into B language. For example, “气功、打坐、站桩” can be easily understood in Chinese yet very hard to translate due to the lack of an equivalent term in the target language, or even, the target culture. A general suggestion is to transliterate and then explain what it is. For example, “气功” can be interpreted as “Qigong, a system of deep breathing exercises”. Or, the interpreter may choose to skip the transliteration and adopt explanation. For example, “Sit in Meditation exercise” for “打坐”, and “Standing Stake exercise” for “站桩”.</p>	<p>A hidden curriculum in ideological and political education.</p>

iPractice—Hands-on Practice	Teaching Design
<p>[PPT] Cultural pitfalls.</p> <p>(1) the lack of <u>work ethic</u>.</p> <p>(2) 那其中的内涵和精妙,可能不是你能体会的。</p> <p>(3) 他们都有点客气,但有点儿冷。和他们在一起,不知道该说什么,<u>感觉英国人有一些异国的傲慢</u>。</p> <p>(4) Mike, 你认为, 英国有过日不落帝国的辉煌, 在内心深处是否有些<u>高傲</u>, 对非西方的国民有些<u>轻视</u>呢?</p> <p>Q1: <i>How do you understand the connotation of the underlined parts?</i></p> <p>Q2: <i>How to preserve the speakers' intent and at the same time not offend the other side?</i></p> <p>[PPT] Please work in groups and offer your own solution to these questions.</p> <p>[Teacher] Interpreters should be mindful of cultural pitfalls so as to avoid offending people on the other side. For example, “work ethic” is usually interpreted as “职业道德” in Chinese. However, these two terms differ greatly on tone and degree of severity. If we put the words in the context and think again, we may find neither of the underlined parts above intends to offend the other side; they only exhibit cultural differences. Therefore, interpreters have to tone down a little bit (e. g. replacing “arrogance” with “a sense of pride”) or even omit some parts that not only include little or none information new but is also very likely to provoke the other side if interpreted literally into the target language (e. g. omitting the message and avoid using the word “arrogant” when the speaker actually means something closer to “distant” and the meaning of which is already conveyed in the last sentence).</p> <p>Other tricks may include turning a negative sentence into an affirmative one to convey identical information and intent yet at the same time does not sound offensive (e. g. “find it rather hard to”). The interpreter may also summarize with a less subjective and thus less offensive word. For example, they may use “superiority complex” to refer to “傲慢” and “对非西方的国民的轻视”.</p> <p>Possible renditions:</p> <p>(1) 工作态度问题。</p> <p>(2) Probably you would find it rather hard to understand the beauty of this form of Chinese art, though.</p> <p>(3) They are courteous, but distant. British people seem to have a special sense of pride. When I'm around them, I could barely start a conversation.</p> <p>(4) We all know that Britain used to be the empire on which the sun never sets. So, Mike, do you agree that, deep down, British people still have a superiority complex toward people from non-western countries?</p> <p>[PPT] Scope of knowledge.</p> <p>Examples:</p> <p>(1) It's like arriving in France in 1788, if you know what I mean.</p> <p>(2) 英国谢菲尔德大学。</p>	

iPractice—Hands-on Practice	Teaching Design
<p><i>Q: How to cope with unfamiliar ideas or terms?</i></p> <p>[Teacher] Sometimes the interpreters should provide more background knowledge to facilitate the listeners' understanding when a certain piece of information is not known by most of the target language audience yet widely known by the source language audience. For example, the year 1788 is well known as the year for the French Revolution by people in the west, while most Chinese know that "Qin Dynasty" refers to the period (221–206 B. C.) by the Chinese. To bridge the gap, it is necessary for interpreters to add some background information. That's why scope of knowledge is important.</p> <p>For proper names, the interpreter may resort to the speaker for help when they see fit. But the interpreters are always expected to know more than they can actually do. A coping tactic is to generalize, explaining the main function of the institution and omitting the proper name. For example, use "a university in the UK" with the key feature or location of the university if you know any when you do not know the exact name of the university.</p> <p>[PPT] Work in groups, discuss and explore more on cultural differences.</p> <p><i>Q1: How should we look at other cultures? Are they superior or inferior to ours?</i></p> <p>[Teacher] There is not any culture that is superior or inferior to another. Guide students to appreciate and respect cultural difference and diversity through Think-Pair-Share group discussions (Picture 3).</p> <div data-bbox="505 1174 945 1392" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p>“人类只有肤色语言之别，文明只有姹紫嫣红之别，但绝无高低优劣之分。我们应该秉持平等和尊重，摒弃傲慢和偏见，加深对自身文明和其他文明差异性的认知，推动不同文明交流对话、和谐共生。</p> <p>——习近平在2019年亚洲文明对话大会上的发言”</p> </div> <p>Picture 3 Excerpted speech by Xi Jinping on cultural equality</p> <p>[PPT] Invite students to explain the following quote and interpret it into English.</p> <p>No civilization is superior over others. What we need is to respect each other as equals and say no to hubris and prejudice. We need to deepen understanding of the difference between one's own civilization and others and work to promote interaction, dialogue and harmony among civilizations.</p> <p><i>Q2: How can we help to preserve cultural diversity?</i></p> <p>[PPT] Invite students to explain the following quote and interpret it into English.</p> <p>各美其美，美人之美，美美与共，天下大同。（费孝通）</p> <p>Every form of beauty has its uniqueness.</p> <p>Precious is to appreciate other forms of beauty with openness.</p> <p>If beauty represents itself with diversity and integrity.</p> <p>The world will be blessed with harmony and unity.</p>	

iPractice—Hands-on Practice	Teaching Design
<p>[Teacher] Summarize the ancient Chinese philosophy that guide Chinese people's thinking—the theory of “和(harmony)” and “合(unity)” and how that is essential in ensuring the common prosperity of different cultures. Guide students to discover that cultural exchanges and communications are vital for people from different cultures to appreciate other forms of beauty in other cultures.</p> <p>Q3: How can we help enhance the global presence and recognition of Chinese culture (Picture 4)?</p> <div data-bbox="420 612 1033 918"> <p>“我相信我的头脑是西洋的产物，而我的心却是中国的。”</p> <p>👍 两脚踏中西文化，一心评宇宙文章。</p> <p>• To the Western mind he “humanized” and “modernized” old conceptions of his land and its people.</p> <p>• Western critics hailed, with rare dissent, his work and his “revelations” of what China “really is like.” Few authors have enjoyed so <u>nearly unanimous favorable reception</u>, for Dr. Lin wrote generally from the realm of the “unknown” to an audience waiting to be fascinated.</p> <p>--New York Times</p> <p>文章报国 创译一体</p> </div> <p>Picture 4 How Lin Yutang enhanced the global presence of Chinese culture</p> <p>(图片来源: https://www.sohu.com/a/222951563_800621)</p> <p>[Teacher] Guide students to ponder on how we, as interpreters or bilinguals, should be able to understand the beauty of Chinese culture and tell appealing Chinese stories, which could be the efforts that we can make to contribute to the spread of Chinese culture.</p>	
iSummarize	Teaching Design
<p>SUMMARY</p> <p>[PPT]</p> <p>(1)How to interpret for a dialogue setting?</p> <ul style="list-style-type: none"> • Transfer communicative intent of utterance into target language using techniques to ensure impartial delivery. • Identify and address issues in message transfer promptly and according to established techniques. • Maintain flow of communication and manage discourse in a professional and culturally appropriate manner. • Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from task. <p>(2)What are the major problems in a dialogue interpreting task?</p> <ul style="list-style-type: none"> • Linguistic obstacles. • Cultural pitfalls. • Scope of knowledge. <p>(3)How to deal with these problems?</p> <ul style="list-style-type: none"> • Preserve both the communicative intent and humor and when compromises are unavoidable, sacrifice the one that is less important. 	<p>A quick test to enhance students' memory.</p>



iSummarize	Teaching Design
<ul style="list-style-type: none"> • Work from context to infer the meanings of any new words. • Convey as much information as possible by explanation and paraphrasing when you cannot find an equivalent term in TL. • Avoid culturally sensitive expressions, think twice before you use any words that would offend the listeners. • Summarize with a less subjective and thus less offensive word or tone down a little bit when necessary. • Provide necessary background knowledge to facilitate the listeners' understanding. 	

III. POST-CLASS	
“Have Your Say”: Hands-on Practice	Teaching Design
<p>ASSIGNMENT</p> <p>(1) Work in groups of four and organize another 10-minute mock dialogue session (two as speakers and two as interpreters) themed on the necessity of enhancing the global influence of Chinese culture and ways to achieve that goals and record the whole process. The speakers are encouraged to support your argument with examples.</p> <p>(2) Listen to the recording of the mock dialogue, discuss in groups of four on the following questions, complete the feedback form on the two interpreters' performance and submit the form through “Chaoxing platform”.</p> <p><i>Q1: Did the interpreter preserve the communicative intent of the speaker?</i></p> <p><i>Q2: Did the interpreter use a range of techniques to assist in the message transfer process and to address problems in delivery?</i></p> <p><i>Q3: Did the interpreter maintain flow of communication?</i></p> <p><i>Q4: Did the interpreter manage discourse in a professional and culturally appropriate manner?</i></p> <p><i>Q5: How to improve their performance? Or, how to keep up the good work?</i></p> <p>[Teacher] Give feedback on the group-based peer reviews. Point out wordings that may cause confusions. Suggest ways to avoid these problems and ensure effective and efficient communication. Remind students of any potential offense in the interpreter's output. Highlight all the brilliant renditions/responses and share them with the whole class to boost students' enthusiasm in interpreting.</p>	