

An Exploration of the Dual-Embedded Liaison Interpreting Teaching Model-Integrating Morals and Values Education throughout the Curriculum and Professional Competence

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Abstract: This paper explores how to integrate morals and values education throughout the curriculum and professional quality into liaison interpreting course. It aims to build a dual-embedded teaching model and helps to achieve the unity of knowledge imparting, value guidance, and competence development through optimizing teaching objectives, contents, methods and evaluations systems. Also, a practical approach of cultivating application-oriented interpreting talents with both moral integrity and professional competence could be provided.

Keywords: Morals and Values Education Throughout the Curriculum; Professional Competence; Liaison Interpreting

1. Introduction

In 1980s, Alfred P. Sloan Foundation proposed New Liberal Arts for the first time, Ministry of Education also put forward topics on the Construction of New Liberal Arts (a national initiative in China to innovate liberal arts education through interdisciplinary integration and application orientation). Fan stated^[1,2] this initiative responds to the new requirements for the development of liberal arts in the new global context and is conducive to speeding up the cultivation of high-quality interdisciplinary international professionals who can adapt to the new global pattern and the requirements of the new era. Morals and Values Education throughout the Curriculum emphasizes the three-dimensional goal system (national value, social value and individual value). It is integrated into the entire process of teaching objectives, contents, methods and evaluations of all courses, achieving the integration of knowledge imparting, ability cultivation as well as value shaping. Interpreter professional competence consists of hard skills and soft

qualities. The former includes bilingual conversion, terminology management and digital technologies, etc., and the latter refers to strong sense of confidentiality, cross-cultural coordination, crisis communication ethics, and sensitivity to national narratives, etc.

Interpreting courses are one of the core parts for English and Translation majors. Zhu^[3] discussed the traditional interpreting teaching modal focuses on skills, while the value education is in a way neglected. Jiang and Jian^[4] explored that the skill-dominated teaching modal is hard to meet the requirement in modern times. The integration of morals and values Education throughout the curriculum and professional education pays attention to the individual development, spiritual pursuit and moral quality, which is a correction to the instrumental teaching model. Lei&Yang^[5] seeks to foster students' sense of national identity and global vision by organically incorporating morals and values education throughout the curriculum into translation teaching. This article takes the liaison interpretation as an example to explore the dual-embedded interpreting teaching modal.

2. The Construction of Dual-Embedded Teaching Modal

This modal is based on the core vision of value guidance, competence orientation, and organic unity, and the fundamental principle is to break the stereotype of emphasizing skills over principles in traditional professional skills course teaching. It also responds to the fundamental task of cultivating virtue and nurturing talent in higher education and the urgent demand for high-quality talents with both virtue and ability in industry development. In highly contextualized and interactive course of Liaison interpreting, a systematic teaching plan could integrate elements of morals and values education and professional competence into the whole teaching process, realizing the elevation

from knowledge transmission to personality cultivation, and foster interdisciplinary talents who possess patriotism, cultural confidence, professional ethics and outstanding skills.

First, the teaching objectives should be expanded and reconstructed. For knowledge objectives, students should grasp the core principles and norms of various skills in liaison interpretation (such as short-term memory, note-taking, number conversion, response strategies, etc.); understand the professional terms and background knowledge of different scenarios (such as business, medical care, government affairs, etc.). For ability objectives, students could apply interpreting skills in real projects with accuracy and fluency, and have cross-culture communication ability, on-site

adaptability and coordination. For moral and value objectives, students could foster cultural confidence and national stance and serve as the bridge of telling China's stories. For professional competence, students could shape stable mental quality and stress tolerance. They could abide by professional ethics and properly handle ethical dilemmas in interpreting work; possess good manners and awareness of customer service.

In terms of teaching content, I take the original skill modules as units, systematically sort out and explore the morals and values elements as well as literacy-related points inherently contained in each teaching scenario, and list a comparison table of Teaching Scenarios-Skill Training Dual Embedded Elements.

Table 1. Teaching Scenarios-Skill Training Dual Embedded Elements.

Instructional Module	Core Skill Training	Morals and Value Education	Professional Competency
Government Visit	Protocol interpretation; Culture-specific terms	Political sensitivity; Cultural confidence; Telling China's stories well	Diplomatic etiquette; Confidentiality; Rigour
Business Negotiation	Figures interpreting; Negotiation tactics; Logic reorganization	Integrity and compliance; Win-win collaboration; patriotism (promoting domestic tech)	Customer awareness; Teamwork; Resilience
Medical Interpreting	Doctor-patient dialogue interpreting; Emotional communication; Ethics-related terms	Respect for life; Humanitarianism; Empathy	Empathy; Confidentiality; Composure
Technical Visits	Complex concept explaining; Operational procedure describing	Strengthening the nation through technology; Craftsmanship; Learning and innovation	Lifelong learning; Knowledge management

Table 1 outlines the integrated curriculum design, connecting specific interpreting contexts with corresponding core skills, morals and value education focus, and professional competencies. Although Table 1 listed different mapping points with different scenarios, the content may overlap. There is no absolute boundary. Taking government visit as an example, the core skill is interpretation of protocol and handling culturally specific items; the mapping point of moral and value education could be national stance, cultural confidence and the mapping point of professional competence could be foreign affairs etiquette, confidentiality awareness, and rigorous work style.

For teaching methods, the key is engaging students in a real or simulating a real task so that students are learning from interpreting and understanding from thinking. One is case-guided teaching. Select real cases that involve ethical conflicts or cultural differences (e.g., Should an

interpreter correct obvious mistakes made by the speaker? How to translate inappropriate remarks related to national sovereignty?). Instead of providing direct answers, teachers could guide students to conduct analysis and discussions, helping them clarify the value boundaries of professional behavior and best practices through critical thinking. The second is immersive role-play Training. Design fully realistic simulation tasks (e.g., simulating a cross nation corporate merger negotiation, or a pre-operative conversation in a hospital). Students are required to fully engage in their roles, from attire and etiquette to professional performance. This could not only train their interpretation techniques but also observe whether they adhere to their stance under pressure, maintain professional demeanor, respond to additional requests from clients, and manage their emotions. At the same time, the teacher's role shifts from a skill evaluator to a behavior observer and guide. The third is

reflective teaching method. This is the key to achieving unity of knowledge and action. After each simulation task, mandatory structured reviews are conducted in the following aspects:

Technical Review: What was well-translated? were there any problems?

Moral and Value and Competence Review: “In the scenario, why did you choose to act that way?” “Which approach do you think is more in line with professional ethics?”

“When conveying China’s stance, were your words firm yet appropriate?”

Through writing reflective journals, students are encouraged to internalize external experiences into stable value perceptions and professional habits.

For teaching evaluation, an evaluation system that matches the diversified teaching objectives and quantify and visualize the assessment of values and competence is established. Compared to traditional single-dimensional evaluation, diversified evaluation subjects are needed. It is necessary to incorporate teacher evaluation, student self-evaluation, group peer evaluation, and even simulated client evaluation to assess students’ competence performance from multiple dimensions (e.g., group peer evaluation focuses on “teamwork”, while client evaluation centers on “service awareness”). Then process-oriented evaluation method. The final product of interpreting is not simple language symbols, but reproduction of meaning, which means process plays a key role. Include students’ behavioral performance in simulation training (e.g., whether they prepare a glossary in advance to demonstrate their rigorous attitude, and whether they abide by the confidentiality agreement to reflect integrity), the depth of their reflective journals, and their contribution to case discussions into the final evaluation results, and the weight of formative evaluation could be increased. A diversified evaluation criteria could be designed, covering multiple dimensions such as skills, knowledge, competence, and morals and values cultivation.

3. Examples of Teaching Practice

Liu et al^[6] discussed that the design and implementation of teaching activities are key links in implementing morals and values education for talent cultivation. The example is taken from Unit 6 Business Visits in textbook Liaison Interpreting (the second edition) edited by Professor Zhan Cheng. The topic is A Visit by

Governor of California to Antuo Hill Bus Depot of Shenzhen Bus Group.

3.1 Teaching Objectives

Knowledge Objectives: Master key terms and expressions in fields of electrical vehicles, public transportation and international cooperation. (such as charging facilities, intelligent dispatching, new energy buses, joint venture cooperation etc.,)

Ability Objectives: Apply interpreting techniques (short-term memory, note-taking, number conversion, coping strategies) to complete consecutive interpretation tasks in business visit scenarios.

Moral and Value Objectives: By translating China’s global leading achievements in the field of green transportation (such as being the first in the world to achieve 100% electrification of public transportation in 2017), enhance the sense of identification with the country’ technological development. Understanding that climate action is a global issue, the positive significance of cooperation between the two largest economies in the world and cultivating an international perspective and collaborative spirit.

Competence Objectives: systematically prepare professional terminology and understand the backgrounds of both parties; accurately and appropriately handle the humor, compliments, and modest responses from the speakers of China and the United States; complete interpretation while moving during visits and be able to cope with highly technical descriptions; maintain political sensitivity and uphold a neutral and professional stance in conversations involving cooperation and comparison between the two countries.

3.2 Teaching Content

One of the important parts is to excavate moral and value education elements. These are the findings after analyzing the practice material. “Global First to Achieve 100% Electrification”: As a key point for course moral education, this could guide students to research more background information and understand the China’s green development strategy. “Helping California” and “Jointly Carrying Out Cooperation”: These reflect international cooperation and responsibility under the Community of Shared Future for Humanity. “Black technology of BYD”: Demonstrating the transformation from

Made-in-China to Created-in-China, establishing national brand confidence. Then in terms of Integration of Literacy Elements. Terminology Management is significant for translation and interpreting. This requires student groups to collaborate and create an authoritative bilingual glossary based on case materials. Scene simulation: Emphasize that students need to conduct interpretation while moving and pay attention to posture, gesture, and eye contact with the speaker. Emergency Strategy: Create scenarios for emergencies, such as hearing an unfamiliar technical term “emergency flotation function”, and how to seek help or handle it skillfully on the spot.

3.3 Teaching approach

Task-driven teaching method

Task 1: Preparation before interpretation

Divide students into groups, with each group responsible for researching background materials such as Shenzhen Bus, Climate Policy in California, and BYD Yangwang U8 Model and collaborating to complete glossary. They could ask help from AI, but must review and make sure the accuracy of terms. This aims to develop their team collaboration and information retrieval abilities.

Task 2: Mock Interpretation

Simulate a visit scenario in the classroom or training room. Students take turns playing the roles of the Chinese leader, the California governor, and the interpreter. It is required that the governor and the leader can make appropriate impromptu remarks to enhance authenticity. At this time, teachers should work as an observer and pay attention to students' performance.

Moral & Value Dimension:

When translating “the world's first”/“taking the lead globally”, did you convey confidence?

When introducing “cutting-edge technologies” (lit. “black technologies”), did you merely give a plain account or convey a sense of pride?

When handling the humor in “take one back”, did you maintain appropriateness?

Competence Dimension:

Did you prepare a glossary before interpretation?
How did you handle flexible expressions such as

“muscular SUV” (e.g., translating it as “tough off-road vehicle”)? While moving, did you maintain an appropriate distance from both parties?

Reflective Teaching Method (Post-Simulation Review):

After the simulation, organize an in-depth review and discussion, teachers could guide students through some questions, such as:

a) When translating “We never thought it would be realized this quickly”, how did you convey the governor's tone of amazement? And how does this reflect China's speed? (patriotism)

b) When the governor said, “I want two!”, the on-site atmosphere was relaxed and humorous. Did your translation successfully convey this tone to promote a harmonious communication atmosphere? (Cross-cultural communication ability)

c) If you suddenly forgot the English translation of “in-place U-turn” during the on-site interpretation, what would you do? (Emergency response ability)

d) In your opinion, what role did this interpretation task play in promoting China-US climate cooperation? (Community with a Shared Future for Humanity)

3.4 Teaching Evaluation

As part of the glossary project, each student will be required to evaluate their team members through a multidimensional scoring system. In addition, every participant-regardless of their role-must submit a reflective journal that includes an assessment of their peers' contributions and collaboration. This approach ensures a comprehensive and fair evaluation process that values both individual performance and team dynamics. The Guided Reflective Journal could be like this : Please reflect on the project by answering the following questions. Your reflection should cover both your own performance and your observations of the team's dynamics.1. My Role and Personal Performance 2.Team Dynamics and Peer Performance 3. Lessons Learned and Future Application

Table 2 shows evaluation dimensions, assessment criteria and weight.

Table 2. Evaluation Rubric

Evaluation Dimension	Assessment Criteria	Weight
Language & Techniques	Accuracy, completeness, and fluency of information interpretation; proficiency in technique application	40%
Professional Competence	Interpretation preparation (quality of glossary), demeanor &	30%

	appearance, appropriateness of cross-cultural communication, performance in emergency response	
Morals and Values Education throughout the Curriculum	Interpretation preparation (quality of glossary), demeanor & appearance, appropriateness of cross-cultural communication, performance in emergency response	30%

4. Conclusion

Against the backdrop of Morals and Values Education throughout the Curriculum, interpretation courses bear not only the mission of imparting knowledge and fostering abilities but also shaping college students' outlook on life and values. By constructing and practicing the dual-embedded teaching model of Morals and Values Education and professional competence, this paper in a way provides hint in addressing the challenge in interpreting teaching where skill training is disconnected from value guidance and competence cultivation. This model represents a systematic reconstruction of teaching objectives, content, methods, and evaluation systems rather than a simple combination, thus realizing the organic integration of knowledge, ability development, and value shaping. Its core value lies in enhancing students' sense of learning fulfillment and internal motivation, as well as deepening their professional role identity and sense of responsibility, through the creation of real scenarios and guidance for in-depth reflection. It is hoped that this model can provide some reference for the teaching of interpreting courses and the cultivation of language service professionals.

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