

# Research on the Application of Language Proficiency Scale in College English Interpretation Teaching

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**Abstract:** In the current teaching of English interpreting in colleges and universities, teachers need to combine the specific content specified in the language proficiency scale included in the CSE as much as possible to implement targeted teaching and training for students, so that students can maximize after completing their studies. Invest in the relevant professional work management process to the limit. This article briefly analyzes and discusses the application of the language proficiency scale in oral English teaching in colleges and universities, and gives corresponding insights.

**Keywords:** CSE; Language Proficiency Scale; Interpretation; Application

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In the current trend of global economic integration, the country needs to improve the language ability and interpretation ability of relevant students to promote the further development of international trade. However, in the current oral English teaching work in colleges and universities, there are still related teaching tasks that lose the focus of teaching. Phenomenon, English teachers should combine the language proficiency scale as much as possible to implement professional and systematic English interpreting teaching for students, so as to achieve normal employment for students.

## 1. Analysis of the concept and definition of interpreting ability in CSE

CSE has meticulously divided and defined traditional interpretation capabilities. Specifically, it is the communicative ability that converts the one-time listening text into the target language text through the oral expression of the language, combined with the corresponding language knowledge and related strategies. Through the analysis of the current English education system and education situation in my country, CSE defines the first year of college English as a level five ability, and college English interpretation courses are usually set up in the third year. Therefore, its final speaking ability scale spans from level five to level ninth. And in the eighth level, the related teaching work will involve the teaching content of simultaneous interpretation. At the undergraduate level, the study of relevant English interpreting is limited to the communication and transmission of relevant information. Therefore, after most English majors have completed their undergraduate level of English learning, their English interpreting skills are about level seven.

Through the analysis and definition of the concept of CSE grading at this stage, the current judgment of interpreting ability should be carried out from the following four aspects. In the first aspect, the corresponding translator should have basic knowledge of interpreting language and possess relatively moderate knowledge. The information density, the speed

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of speech is normal, and they can be engaged in activities such as business interviews and training salons. The second aspect is the specific performance of the corresponding practitioner's interpreting ability. For example, the relevant practitioners can use the notes to translate and transfer relevant information, and can timely extract the key information and key details expressed in the language. Secondly, combined with the flexible use of corresponding interpretation strategies, appropriately increase or delete the expression effect of the original language, and based on relevant language information, find out the phenomenon of incorrect translations and omissions in the translation, and in the subsequent translation language. It is corrected and supplemented. The last aspect is to combine typical interpreting features, such as logical coherence, to make language expression relatively smooth and appropriate.

In general, CSE combined with the corresponding total scale of interpreting ability and the corresponding subscale, to present an intuitive and comprehensive description and definition of the interpreting ability that our country undergraduate English majors need to achieve. It includes corresponding interpreting behavior standards and interpreting conditions. Therefore, the corresponding total scale is a highly practical tool. English teachers can combine the specific description and definition of CSE to realize the targeted creation and design of relevant teaching courses, improve the existing teaching management and control strategies, and improve oral English. The quality and efficiency of teaching management.

## **2. Analysis of the application of CSE in interpreting teaching**

### **2.1 Increase the student's oral knowledge reserve**

For the teaching management of English interpreting, in addition to providing students with basic grammatical skills and oral skills, students also need to have relatively rich encyclopedia knowledge and language knowledge. The description and evaluation of the students' interpreting knowledge in CSE is often combined with what students can do in interpreting work to show it. In the current English language proficiency summary table, the knowledge that needs to be used for interpretation skills is effectively explained and displayed. Therefore, in the corresponding interpretation teaching work, teachers can according to the specific teaching characteristics of related interpreting teaching activities and courses. With regard to the difficulty of learning related courses, students combine the knowledge of the interpreting major with the knowledge of the vocational major through the teaching management strategy of cascade, sequence, and dimension. For example, for the teaching management of basic interpreting, teachers can give priority to introducing and analyzing the profession of interpreting, conveying the basic concepts and related basic theories of interpreting to students, and then offering corresponding Chinese-English alternate interpretation courses to students. Let students learn basic interpreting skills and interpreting methods in the corresponding courses. Finally, let students appreciate and watch the actual use of interpreting, simulate corresponding interpreting conferences to students, etc., to help students further analyze and discuss the actual operating procedures of interpreting, the development status of related industry services, and the status of professional skills.

For example, divide the existing source language information into six major functions, sort out and analyze multiple specific spoken language occasions such as culture, exhibition, tourism, business, diplomacy, etc., so that students can select appropriate source language types according to their own interest characteristics. Students should grasp the professional language terms involved in relevant occasions as soon as possible, enrich their cultural knowledge of the relevant source language, and enable them to accurately express the relevant source language during the process of interpreting learning.

### **2.2 Strengthen the external performance ability of interpreting**

In the current CSE, to achieve effective performance of interpreting ability, it is necessary to combine the product perspective to describe and comment on related problem phenomena. Specifically, in different interpretation situations, the corresponding practitioners should further demonstrate their own abilities. In the performance of current interpretation ability, the main consideration is the practitioner's cognitive ability, analytical ability and expression ability of relevant source language information. In this process, translators need to concentrate their attention, record the key information in the source language, and then combine short-term analysis and understanding to compare the key information with the source language knowledge information in memory. Analyze, combine the reorganization strategy, and then express it. Therefore, in the current interpreting teaching work, teachers should increase the amount of students' knowledge reserves in a certain field as much as possible, help students realize the storage and use of relevant source language information, cultivate students' listening ability and memory, and emphasize. Listening skills to achieve

effective capture of keywords and logical relationships.

In the memory training and teaching, emphasis is placed on the short-term memory of students, and in the notes, it is emphasized that students can record relevant logical relationships and conjunctions. Therefore, in order to ensure that students can effectively improve their interpreting skills, teachers should guide students as far as possible to systematically study, identify and analyze relevant interpreting materials, materials and topics, and cultivate students' ability to extract and integrate key information. And inference ability, horizontal and vertical comparison and refinement of the logical relationships contained therein.

### **2.3 Improve students' interpreting strategy ability**

The so-called interpreting strategy means that in the corresponding daily interpreting communication activities, practitioners can effectively allocate the corresponding cognitive resources, solve practical problems, and improve their own interpretation skills. The period includes relevant planning strategies and execution strategies. Evaluation and formulation. Specifically, interpreting strategy capabilities include five levels, and focus on planning, execution, evaluation, and remediation.

At the planning level, it is mainly to ensure that relevant practitioners can have predictive capabilities in the preliminary preparations. Therefore, in daily classroom teaching, teachers should cultivate students' pre-class preparation habits and be familiar with the basic content involved in interpretation activities in advance. In the process of expressing the relevant source language and text, students should combine their existing knowledge reserves and current contextual conditions to make a reasonable predictive analysis of the relevant information to plan the expression form of the relevant translation language.

At the executive level, students need to combine their own resources, according to the ultimate goal of the current communicative activities, and through corresponding communication methods to ensure that the relevant work tasks can be effectively perfected. In interpreting activities, it includes the understanding of the source language and culture. In the specific language expression and translation process, attention should be paid to the distribution of relevant languages, so that the output language can be accurately and smoothly expressed and monitored. Therefore, in combination with the above teaching needs, teachers should focus on cultivating students' listening and discerning abilities in their daily teaching work, improving students' attention to learning, and enabling students to form short-term memory. Generally speaking, in order to cultivate students' interpreting strategy ability, teachers need to combine students' actual learning conditions and adopt corresponding teaching management and control strategies for students according to local conditions to improve students' corresponding learning effects.

## **3. Conclusion**

In short, in the current teaching management of English interpreting, teachers should implement targeted teaching management and control for students, and combine the content specified in the language ability scale to ensure that the relevant work is carried out accurately and reliably.

## **References**

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