

# The Influence of The international Chinese Education Chinese Grading Standards on The Acquisition and Teaching of Second Languages——Taking the Four-Level Translation Requirements of the "Standard" as an Example

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**Abstract:** The latest edition of the "International Chinese Education Chinese Grade Standards" has been promulgated, this paper mainly takes the translation principles of the new outline as the research object, and analyzes the requirements of the translation principles of the international Chinese education Chinese grade standards through literature review and practical investigation as follows: 1. Analyze what the translation principles in the current stage actually mean 2. reasonable analysis of the current syllabus translation principle requirements, 3. reasonable preset teacher teaching and student learning difficulties 4. put forward the solution to the preset problems. The main purpose of this paper is to achieve better teaching activities for instructors through the analysis of the Chinese translation principles of the "International Chinese Education Chinese Grade Standards", promote the improvement of students' basic knowledge ability, and provide help for cultivating students' good translation skills.

**Keywords:** International Chinese Education Chinese Grade Standards; Translation Principles; Translation Teaching; International Chinese Education

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## Introduction

With the continuous increase in the number of groups teaching Chinese as a foreign language and the continuous improvement of teaching requirements, the original hsk6 level Chinese level standards can no longer adapt to the current international Chinese education standards. Therefore, in July 2021, the latest international Chinese education Chinese level standards were introduced, and one of the different points from the previous intermediate and advanced standards in the previous four-dimensional teaching is that the principle of translation has been added. Thus the four-level standard was changed to the five-element teaching of listening, speaking, reading, writing and translating.

## 1. Definition of translation

From the perspective of group words, translation can be composed of translation, translation, annotation, transliteration, interpretation, translator, translation, translation, translation, paraphrasing, literal translation, translation name, translation, translation, translation, translation, translation, translation, Judging from the collocation of these words, the meaning of translation is diversified; Translation is demanding and categorized, and it involves all aspects of listening, speaking, reading and writing. At the same time, the translation methods of different things and topics are different, such as the content required by the translation and the content required by the decoding are not the same. Borrowing from the three dimensions of Mr. Yan Fu's letter, Da, and Ya, we will ask Ya to be more, and the letter and Da are centered. For decoding, we ask for letters as much as Zhong ya. This also shows that our translation itself is a multi-element, multi-angle composite product.

The final definition of translation is from the current stage of the social needs of translation, the standard content is relatively high, not suitable for beginner Chinese level learners to be required. However, from the perspective of the current social development needs, it is also feasible to make a requirement at the highest level.

## **2. Translation principles in the requirements of grade standards (taking the level 4 standard as an example)**

Let's look at the current international Chinese education Chinese level standards (taking the level four standards as an example), the translation principles required by the standards are as follows: have preliminary translation ability, be able to translate the content of the topic task at this level, the content is basically complete, and be able to recognize the cultural factors involved in translation. Be able to complete receptions in informal settings and simply accompany interpreters, express basically fluently, be able to translate simple narrative and explanatory written language materials, and translate generally accurately.

The topics mentioned in this principle refer to: community life, health, campus life, and daily office work. Animals, plants, etc. For example: be able to briefly explain the condition and communicate with the doctor when visiting the doctor; Ability to write simple part-time advertisements and respond to inquiries from other parties. The range of cultural factors needs to be taught more, such as the Chinese in the campus culture will consciously say hello to the teacher, and call the teacher good, while Europe and the United States directly call the teacher's name in the campus, this series of differences will be significantly magnified in the translation, if it involves the translation problem, it may cause the information recipient to have a sense of information confusion, affecting the understanding.

As can be seen from the table, the translation required in the four levels actually occupies all four categories, that is, the original four-dimensional teaching elements need to be cooperated under the requirements of translation. Compounding is required to achieve the goal of translation.

## **3. Difficulties in the teaching process.**

### **3.1 Difficulties in translating multiple elements**

The difficulty of translation lies in the multi-element participation of translation, the first appearance of the translation principle is in the intermediate requirements in this syllabus, it can be seen that to do a good job of translation is not an easy thing to grasp, is a need for students to have a certain foundation before they can go to the work, in the teaching of Chinese as a foreign language, the principle of translation is not a simple component, especially in the teaching of Chinese as a foreign language, if it involves language translation, then the scope of the need is more, interpretation and translation requirements are not the same, Interpreting involves several aspects of language, including stress, sentence form, sentence tone, and grammar in Chinese. Translation is more complicated, and Chinese learners, especially those in non-Chinese character culture circles, believe that Chinese characters are not only difficult to recognize, but also difficult to learn and remember

### **3.2 Translation of words with special meanings**

We will find that the translation of language and culture scenes, its difficulties are much more, the unique meaning of Chinese ancient poetry produced by the culture, for us to promote excellent Chinese culture and as a medium of teaching is a good window, through the classical poetry of Chinese international education and teaching can be a good spread of the Chinese national cultural spirit, help Chinese and foreign cross-cultural communication. We have a lot of excellent cultures that can be used as a medium for teaching Chinese, such as traditional Chinese medicine, excellent articles in ancient China, ancient poems and so on. As can be seen in the new level four standards, the requirement to add the topic of nature is that there are too many elements of nature in our excellent culture, including in articles and ancient poems. The difficulty in translating this type of cultural element is that the text is very subjective and thousands of people. If translation between three persons is involved, that is, accompanying translation in informal settings, the impact of insufficient reserves of elements of cultural knowledge will be magnified and many problems will arise. Especially in translation, because the consequences of cultural understanding errors may directly affect the judgment of syntactic meaning, for example, a Chinese does not know what the dragon in the Western population means, and directly introduces himself as a descendant of the dragon, then it will

inevitably adversely affect subsequent communication. And some of the problems can be disruptive. It can cause intense conflict.

### **3.3 Preset problem resolution**

#### **3.3.1 Emphasis on practice, strong communication**

We need to adopt a task-based teaching approach that focuses on verbal communication. Only in this way can the quality and effect of language teaching be qualitatively changed and improved. So that the ultimate goal of language teaching - to cultivate students' language communication skills can be achieved. At the heart of language communication in task-based teaching, we teach language to students, not to teach a linguist who only has the rules of language in his head and does not practice them. Based on this, in order to satisfy the ability to communicate. In the teaching practice of translation, we should balance the teaching of translation, if we want to list a teaching order. We first need to reduce the number of element participants, starting from simple, first carry out 1-on-0 teaching, at this stage students only need to listen carefully, and then react to the action, and continue to train. Next, let the students open their mouths to answer, and even reverse the role, let the students imitate, and complete the 1-to-1 progression. After the 1-to-1 step is complete, we move on to the next stage, one-to-one.

#### **3.3.2 Cultivate the miscellaneous family model but meet the individual learning needs of students**

Judging from the requirements of the translation elements that we need to communicate in daily life, the comprehensive knowledge required to translate well will be more and more, and eventually it will involve all aspects of life. The participation of cultural elements will also be more frequent, and the requirements and expectations for translators will also increase. This requires us to further increase the multi-dimensional, multi-screen scene teaching of non-verbal knowledge from the teacher training system, first of all, let the teachers, the leaders of teaching Chinese as a foreign language, further increase the multi-dimensional and multi-picture scene teaching of non-language knowledge when teaching activities for students. Immerse students and work with students to complete more scenes. Utilization of modern science and technology. For example, integrated media teaching, VR teaching, AI teaching. This requires teachers to keep pace with the times, constantly update the teaching scene, and update the curriculum design. Teaching activities carried out according to students' needs and personalized purposes can quickly help students to meet their learning needs, and then cooperate with comprehensive teaching and multi-scenario teaching under personalized needs to achieve a better learning effect.

### **4. Conclusion**

The promulgation of the "International Chinese Education Chinese Grade Standards" redefines the teaching content of our Chinese international education, opening a new chapter in the specialization, standardization, standardization and internationalization of international Chinese education. This article takes this opportunity to analyze and think about the principles of translation, put forward some questions and preset answers, and aims to provide a new thinking idea for all Chinese international educators, give play to the role of the "Standard" as soon as possible, improve the teaching level of teachers, and improve the learning efficiency of learners. Promote the continuous development of our Chinese international education cause.

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