Bridging the Gap: CSE-Interpreting Scales as a Measuring Instrument for Interpreting Training

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National Education Examinations Authority (NEEA)

Research project

"Establishing China's Standards of English (CSE)"

Ministry of Education, China (15JZD049)

IELTS	CSE 4	CSE 5	CSE 6	CSE 7	CSE 8
Listening	5	6	6.5	7.5	8.5
Reading	4.5	5.5	6	7	7.5
Speaking	5	5.5	6	6.5	7
Writing	4	5	6	7	7.5
Overall*	4.5	5.5	6	7	8

* IELTS reports a profile and an overall band score which is derived from averaging the band scores on the profile. This table reflects this approach.

Aptis	CSE 3	CSE 4	CSE 5	CSE 6	CSE 7
Listening	14	21	29	37	43
Reading	16	26	35	42	46
Speaking	21	29	37	43	47
Writing	22	31	39	45	50

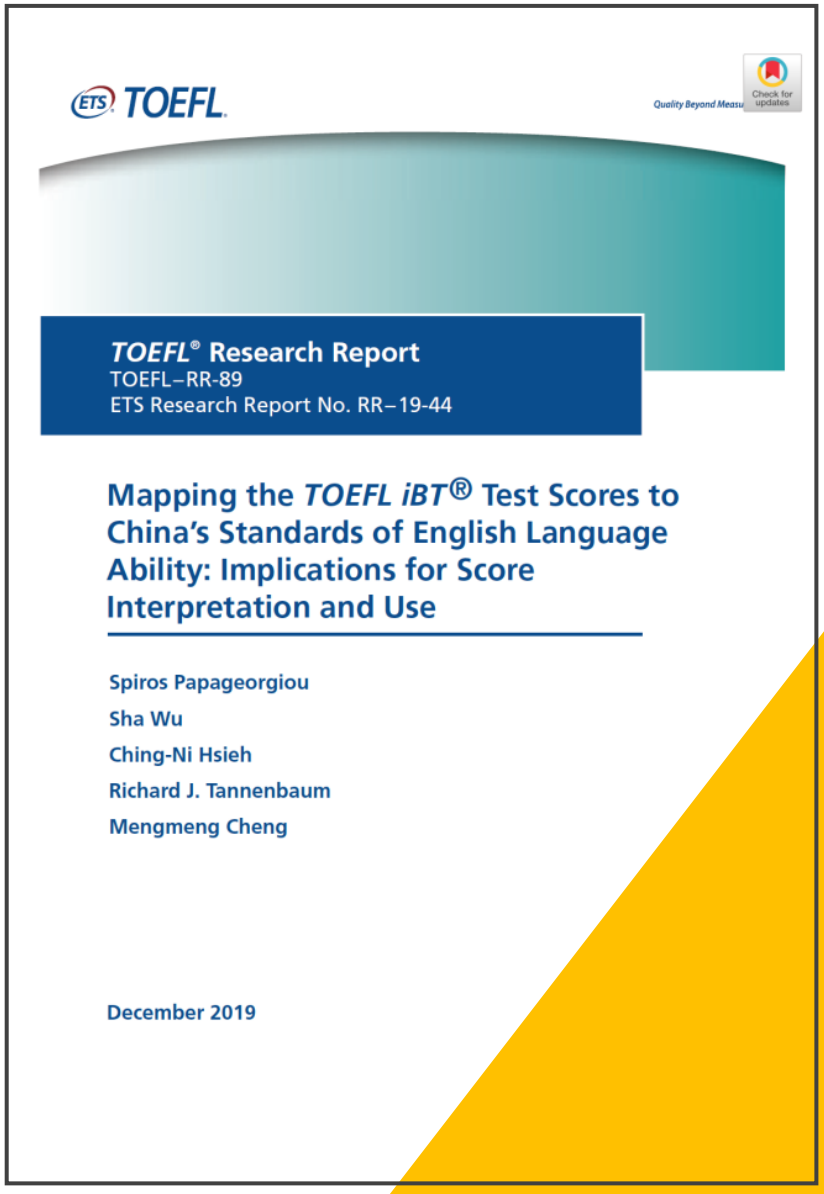
* Aptis reports a profile and an overall score. The overall CEFR/CSE level is estimated by first calculating the CEFR/CSE level independently for each of the four skills and then averaging the CEFR/CSE levels. This table reflects this approach.

（British Council, 2019）

Study	CSE 4	CSE 5	CSE 6	CSE 7	CSE 8
TOEFL iBT total scores mapped onto CSE levels	37–56	57–73	74–86	87–100	101–120
CEFR levels linked to CSE levels based on TOEFL iBT total scores	Below CEFR B1, CEFR B1	CEFR B1, CEFR B2	CEFR B2	CEFR B2, CEFR C1	CEFR C1
CEFR levels linked to CSE levels based on the NEEA study	CEFR B1	CEFR B1, CEFR B2	CEFR B2	CEFR B2, CEFR C1	CEFR C1, CEFR C2

Note. CSE = China's Standards of English Language Ability; CEFR = Common European Framework of Reference; NEEA = National Education Examinations Authority.

（TOEFL, 2019）



Calibration

CSE-CEFR-TOEFL-IELTS-Aptis

Content

1. Why: Rationale of developing CSE-Interpreting Scales
2. How: Methodology and Research Stages
3. What: A Glance of CSE-Interpreting Scales
4. Application Cases
5. Q&A

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1.1 Surging need of T&I Training in China

BTI

2006-2022

MTI

3 →301

15→316

1.2 Lack of common competence standards

- No common framework of performance levels (comparable to the CEFR) in T&I
- No standard criteria or levels in T&I trainings
- Very few reference for descriptors in T&I

→ **Need to Standardize Criteria in T&I**

- Would facilitate comparison between different grading systems
- Would serve as a guide for: Teaching/Testing/Learning

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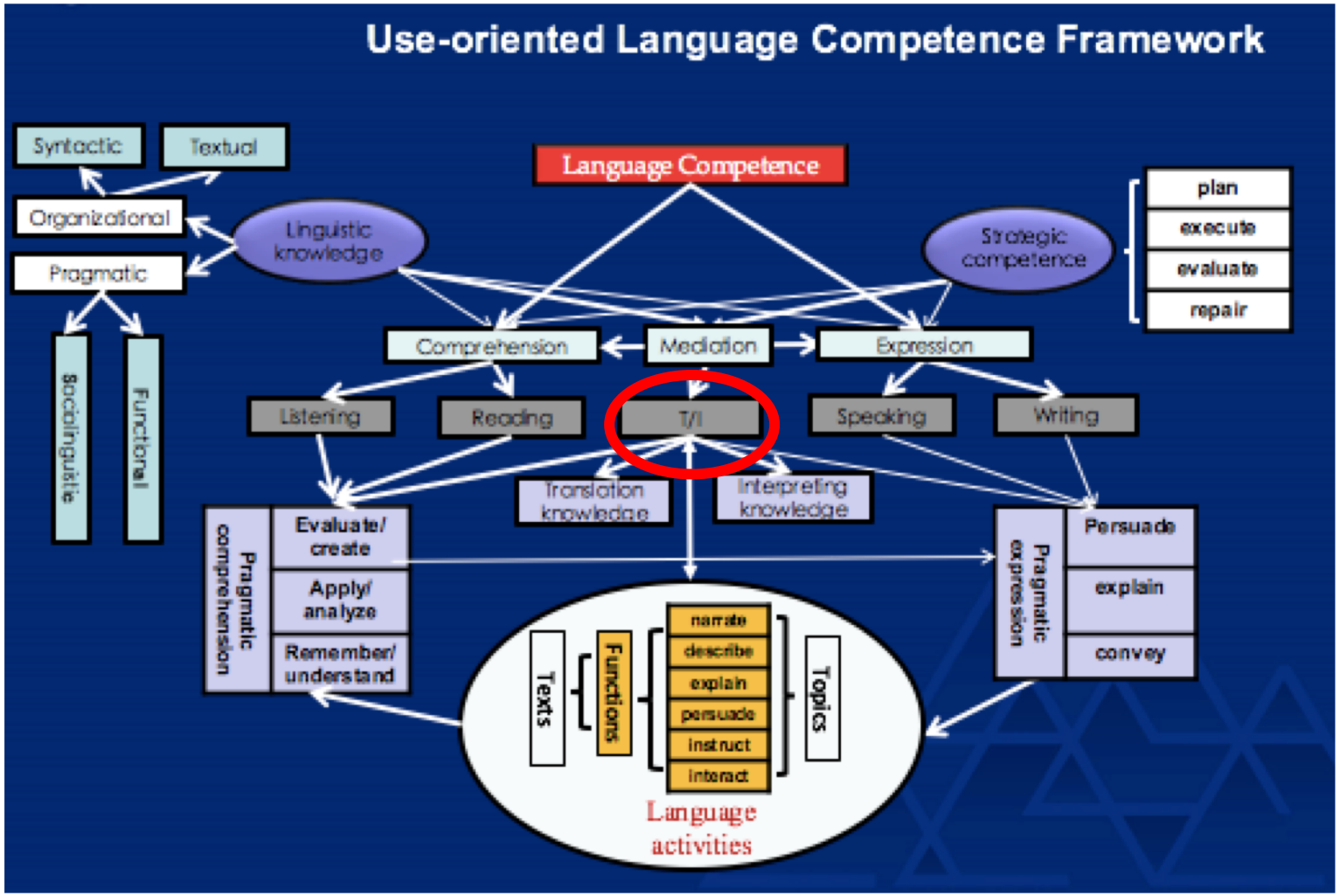
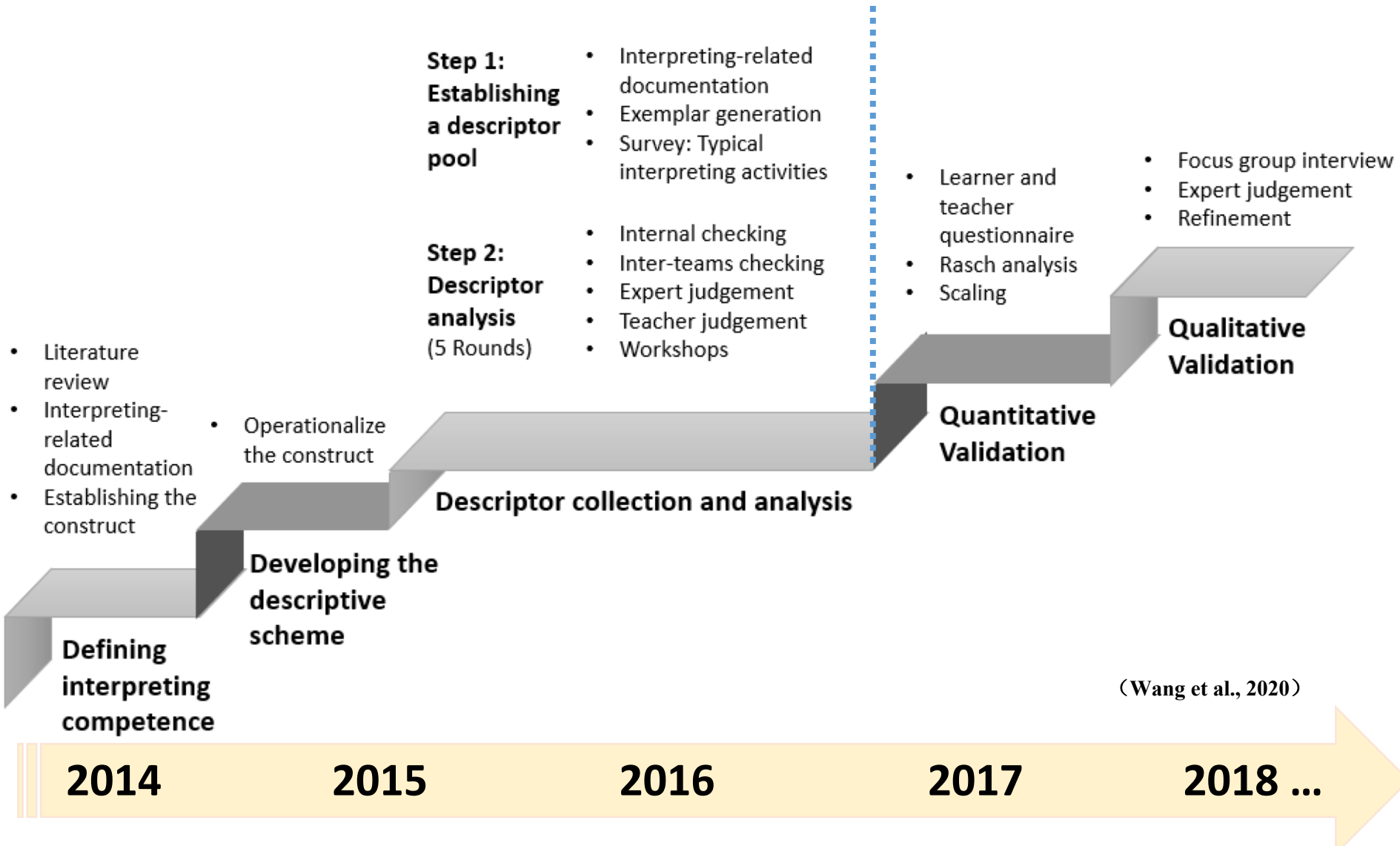
2. 1 Conceptual Framework (CSE Scales)



（Liu et al., 2017）

2.2 Methodology and Research Stages



（Wang et al., 2020）

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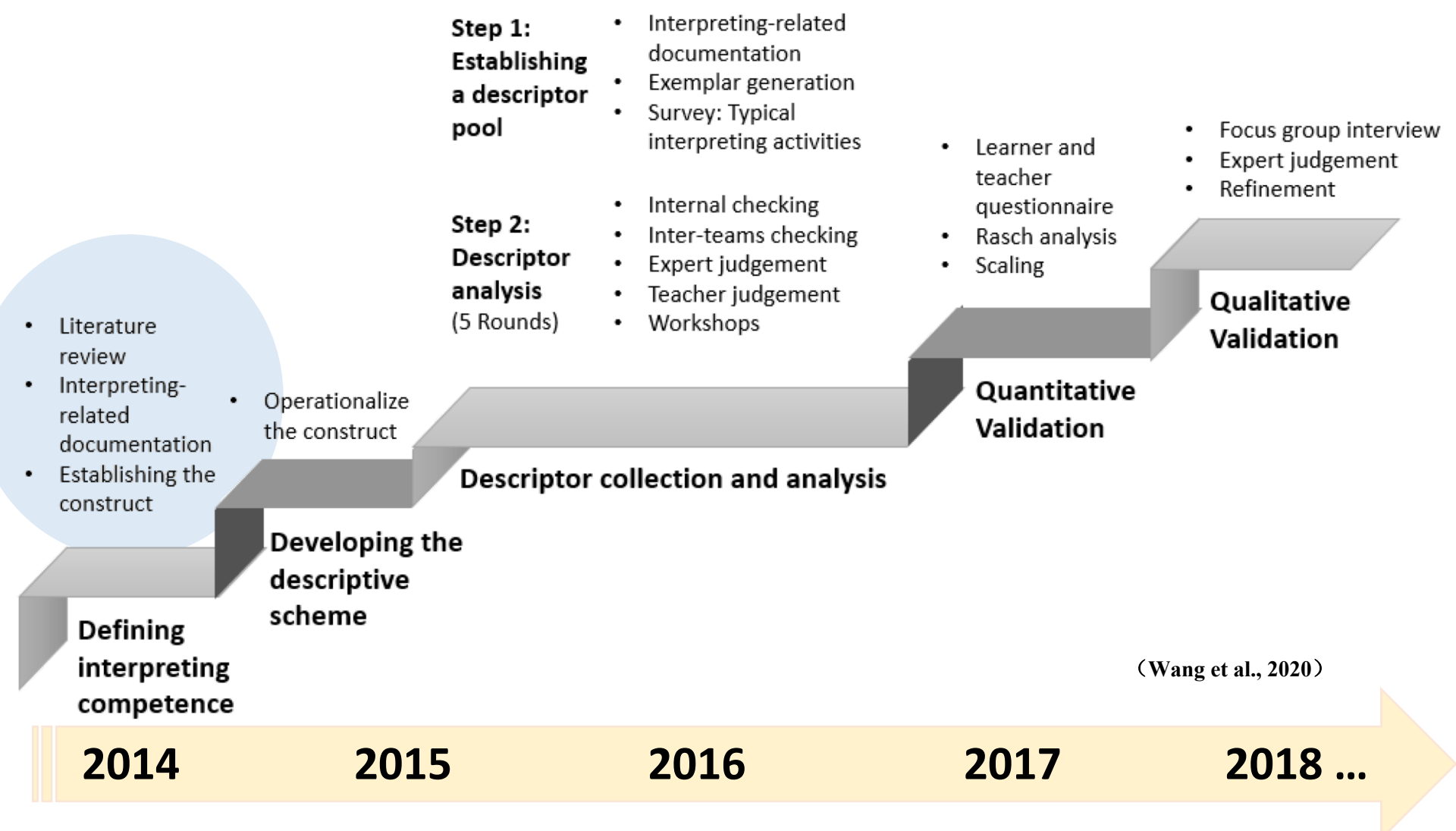
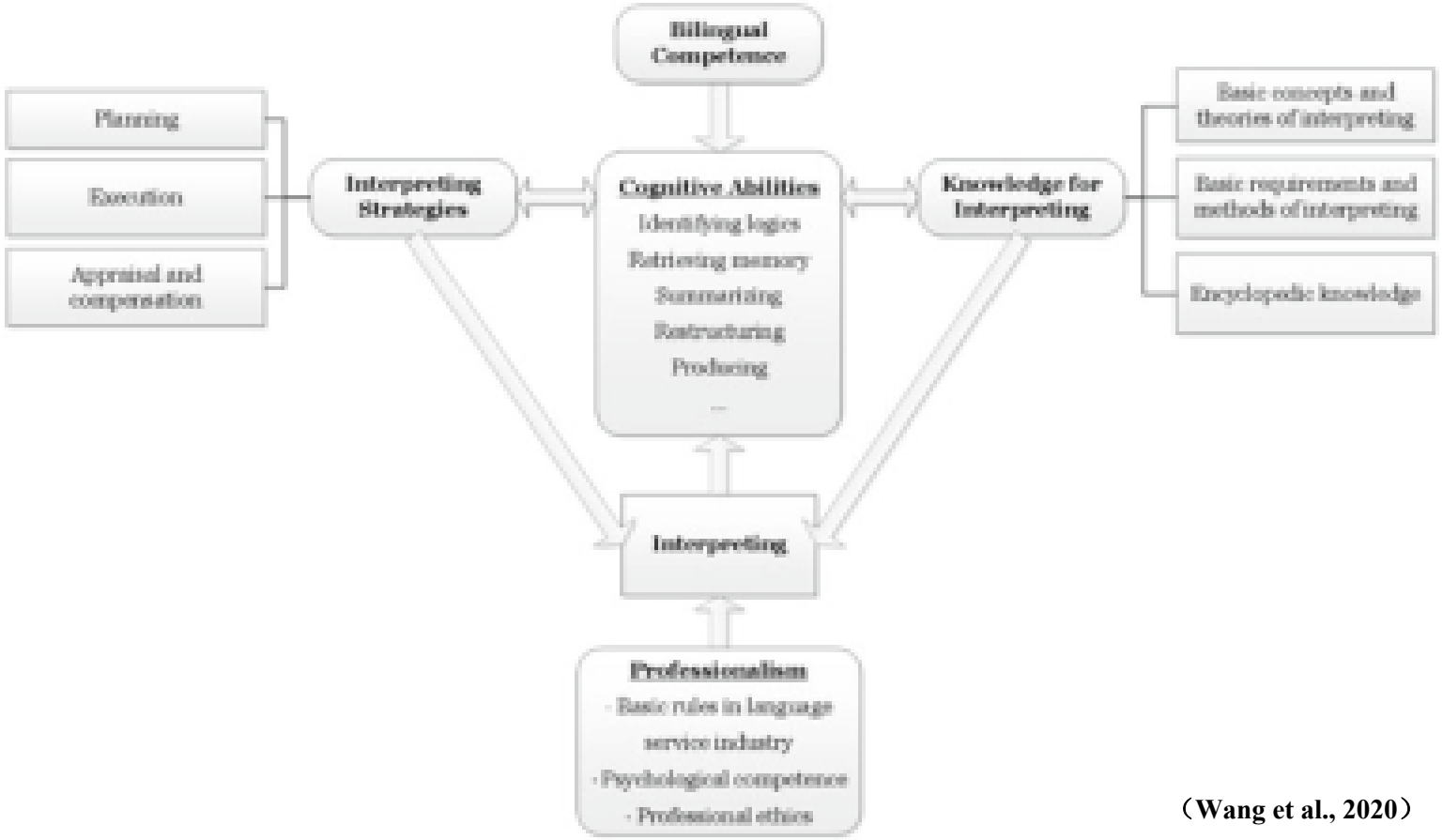


（Wang et al., 2020）

Conceptual Framework (CSE-Interpreting Scale)



（Wang et al., 2020）

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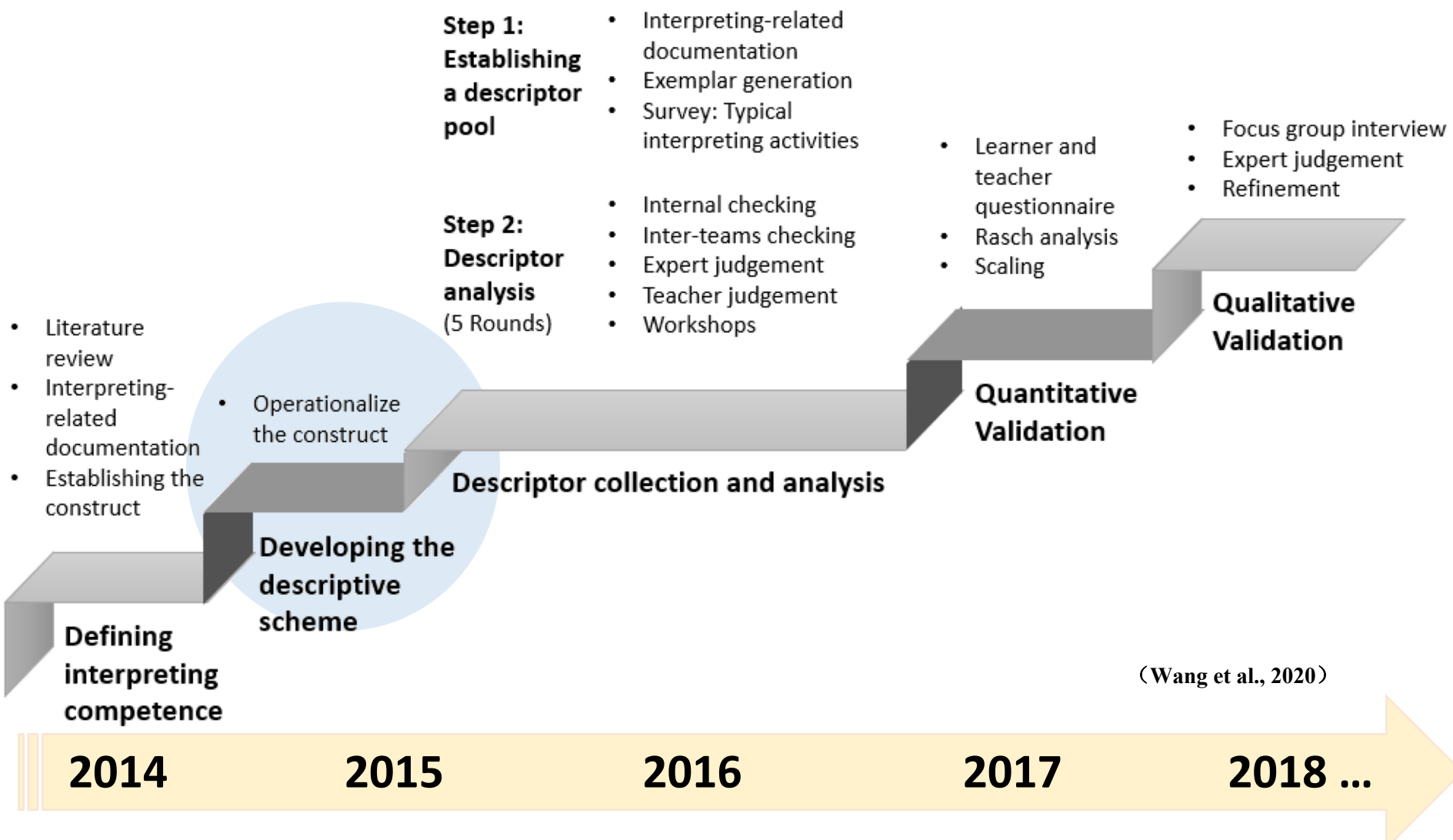
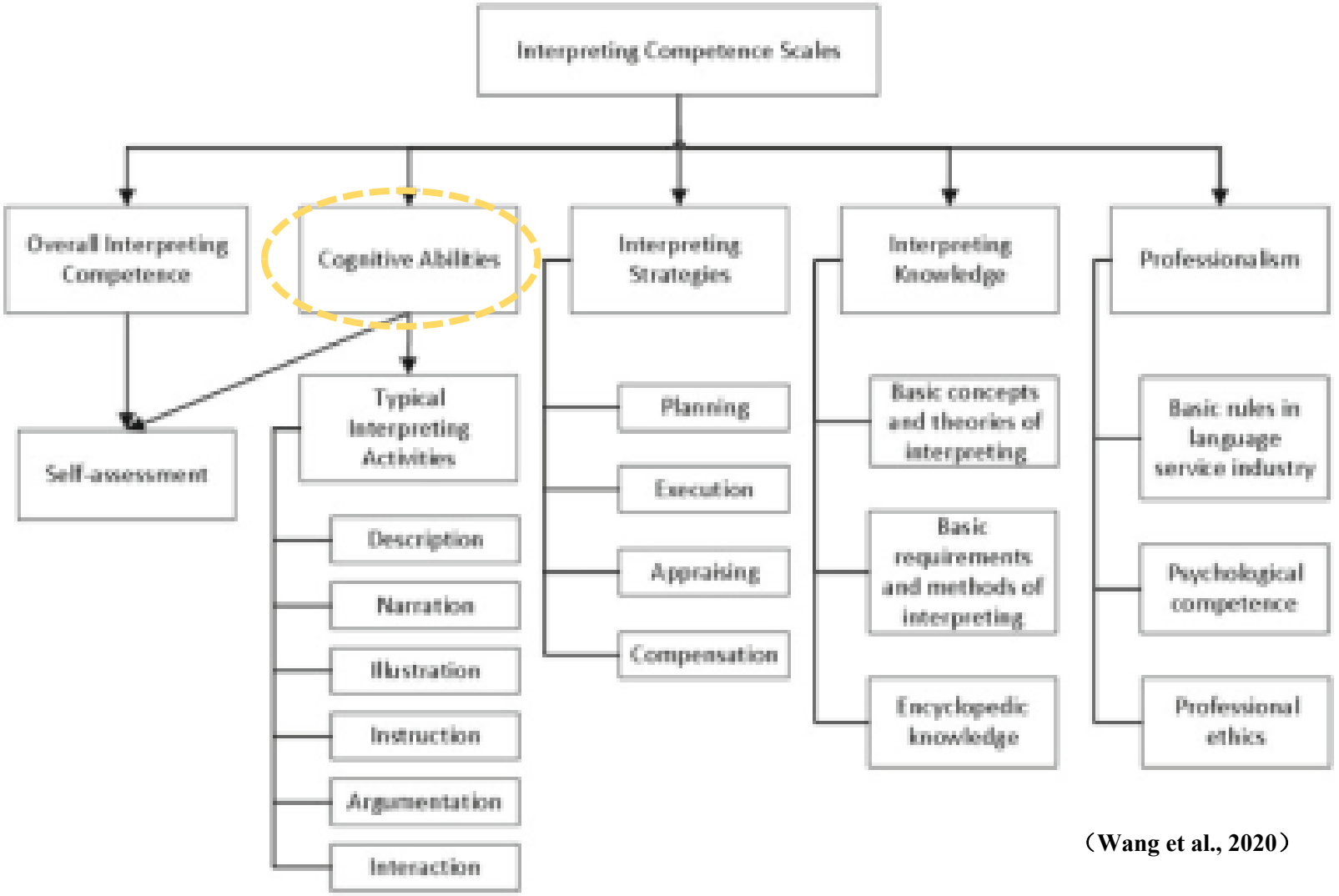


（Wang et al., 2020）

The operational descriptive scheme



（Wang et al., 2020）

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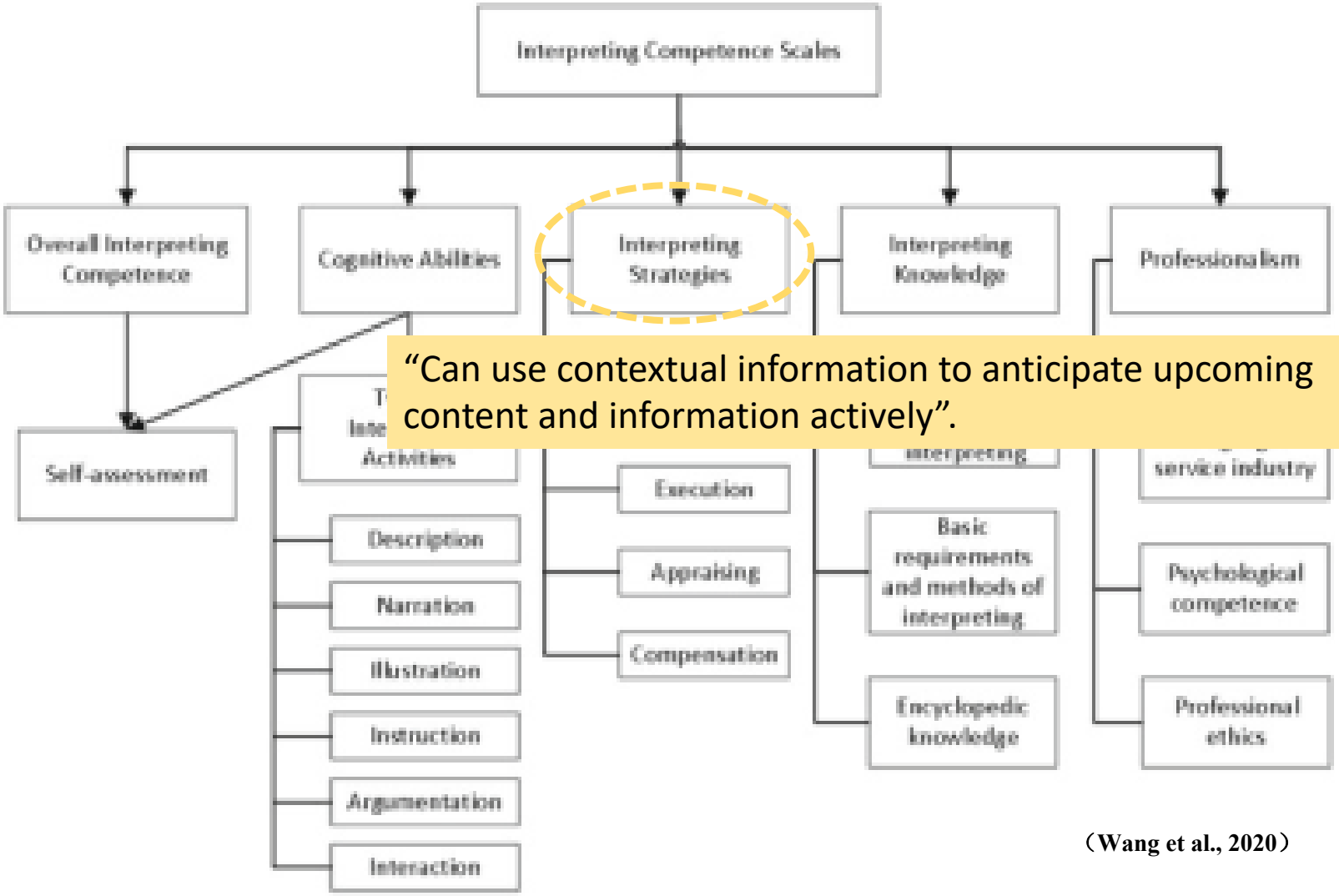
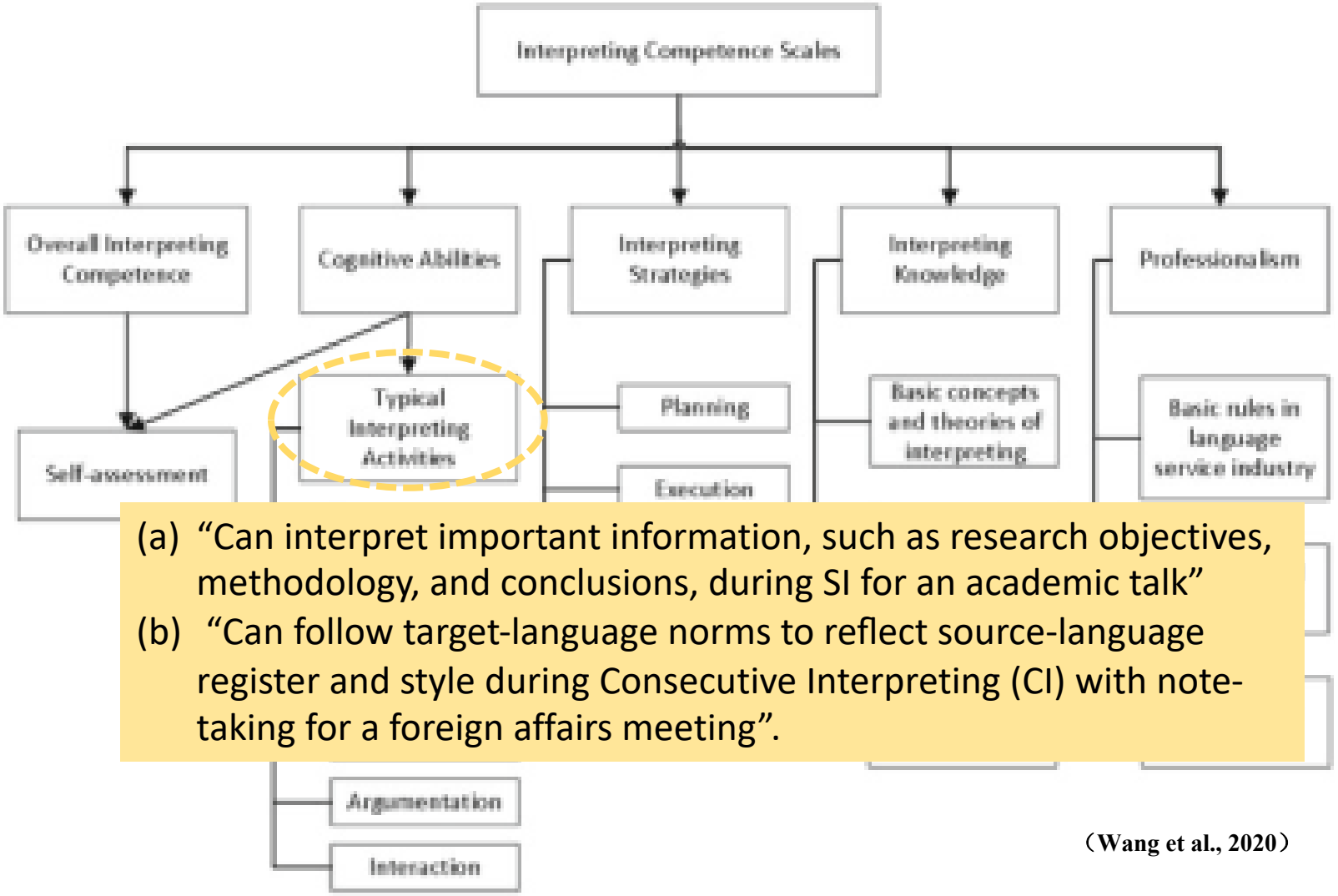


"Can use contextual information to anticipate upcoming content and information actively".

（Wang et al., 2020）

The operational descriptive scheme

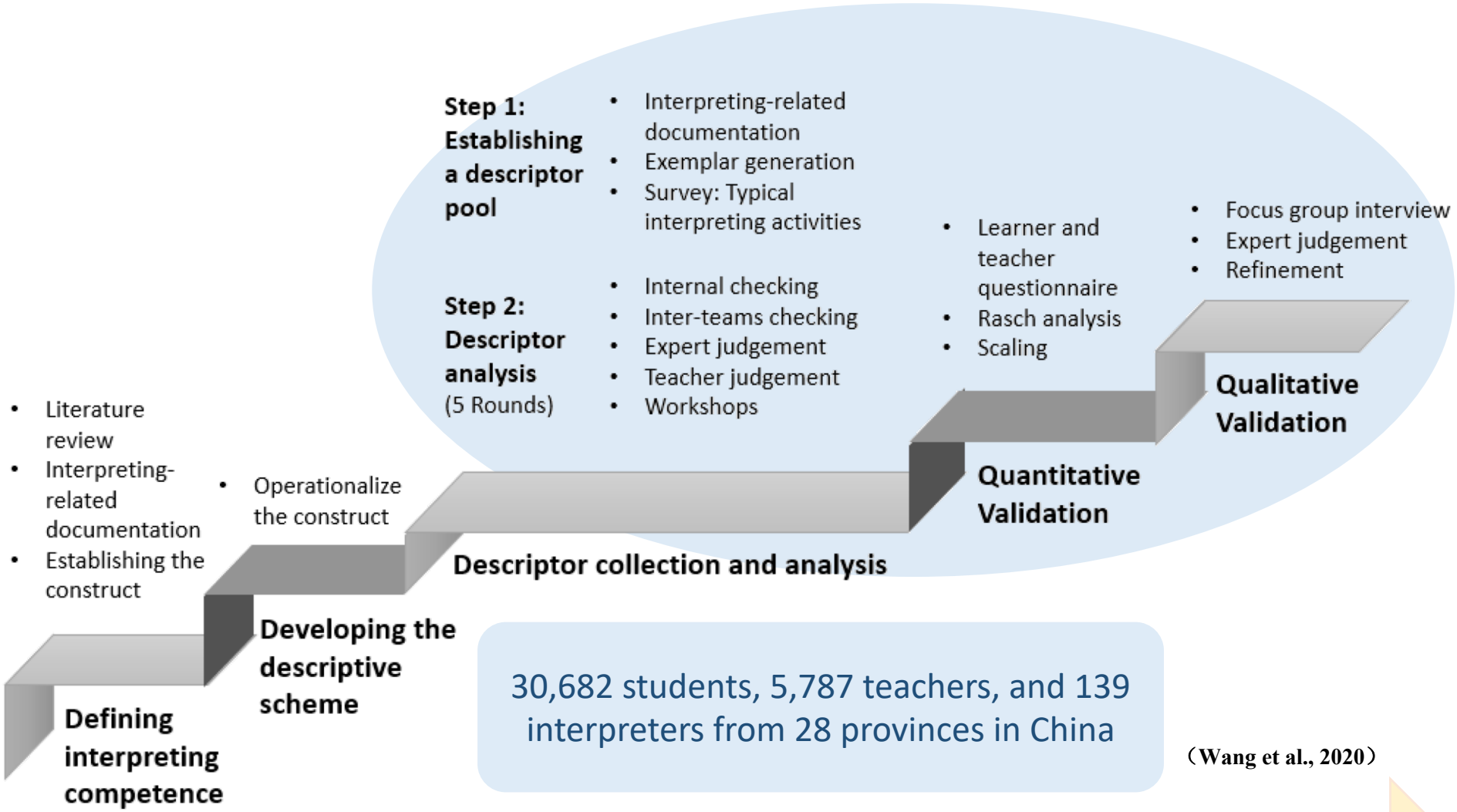


(a) "Can interpret important information, such as research objectives, methodology, and conclusions, during SI for an academic talk"

(b) "Can follow target-language norms to reflect source-language register and style during Consecutive Interpreting (CI) with note-taking for a foreign affairs meeting".

(Wang et al., 2020)

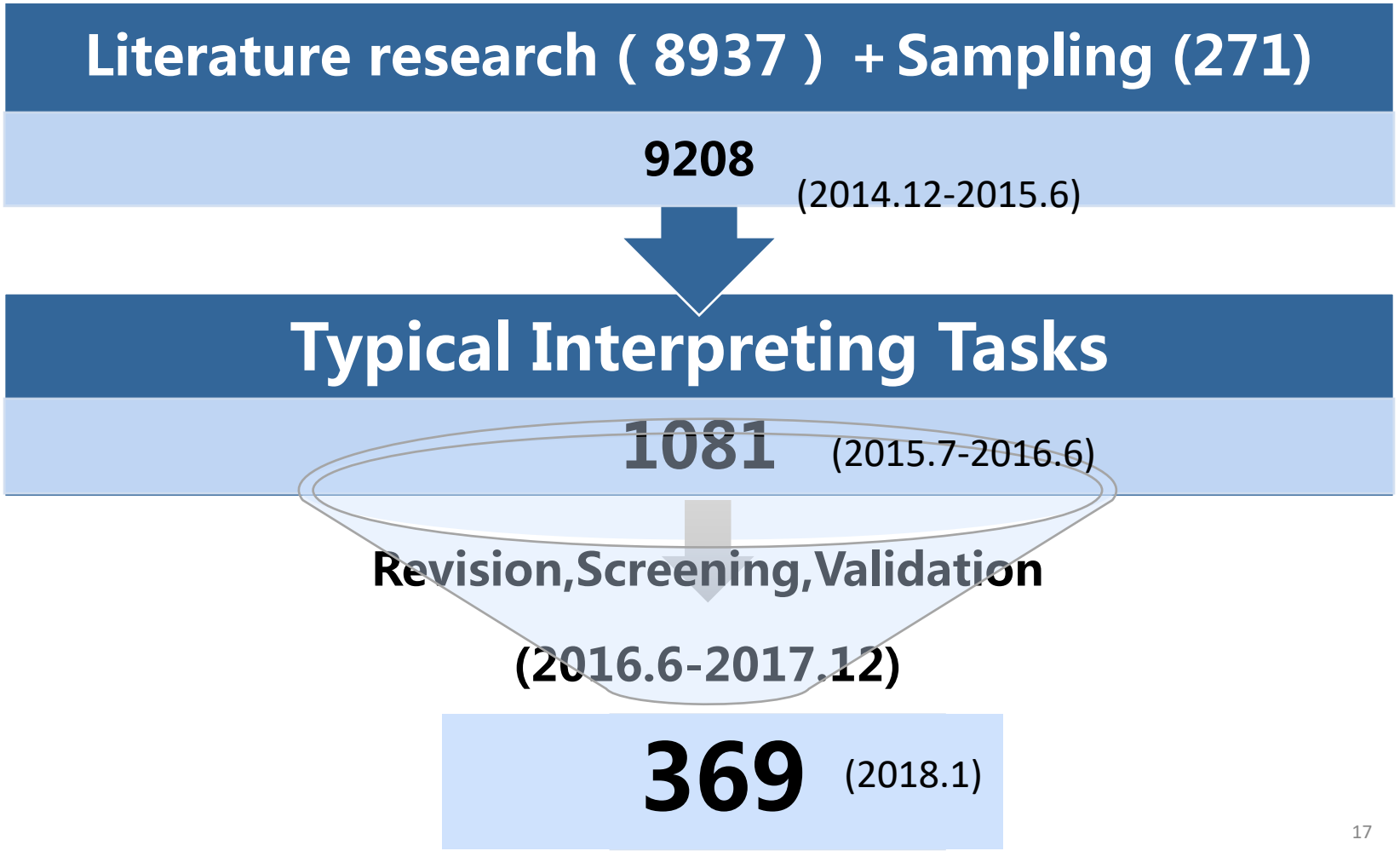
2.2 Methodology and Research Stages



30,682 students, 5,787 teachers, and 139 interpreters from 28 provinces in China

（Wang et al., 2020）

Descriptors Pool



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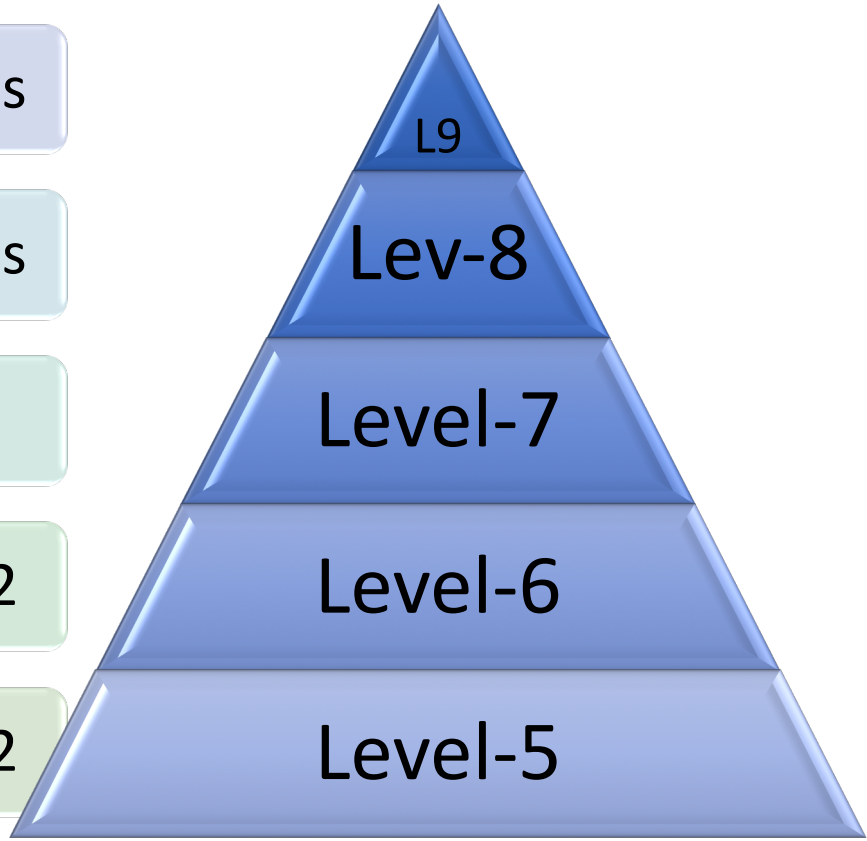
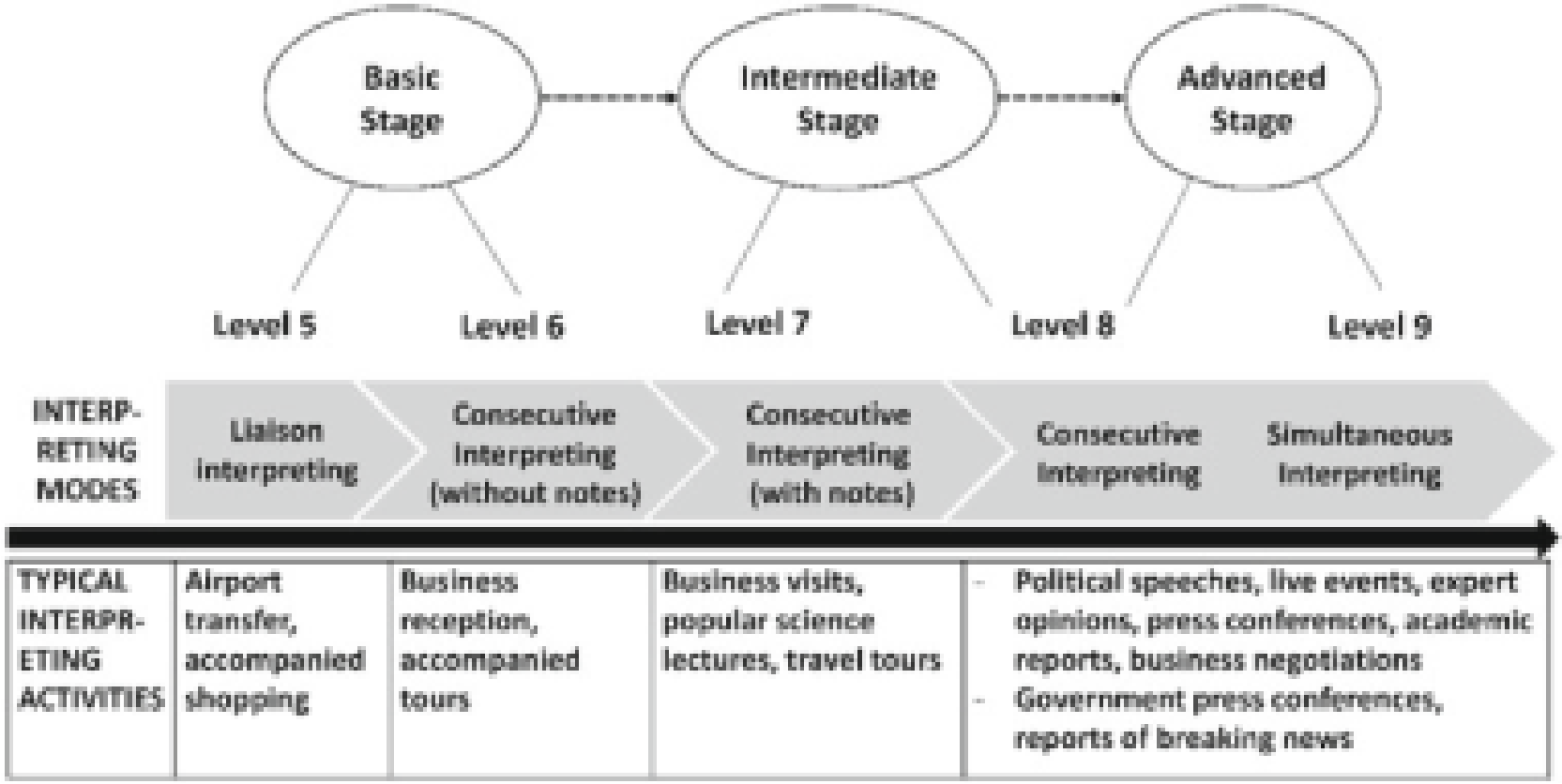
3.1 A Glance of CSE-Interpreting Scales

The Overall Interpreting Competence Scales	• 1 Scale + 6 Sub-scales
The Interpreting Strategy Scales	• 1 Scale + 3 Sub-scales
The Self-Assessment Scale	• 1 Scale
Knowledge Scales	• Coming Soon in 2022
Typical Interpreting Activities Scales	• Coming Soon in 2022



3.2 A Glance of CSE-Interpreting Scales



3.3 Descriptor Examples: LEVEL 6

Level 6	□Can consecutively interpret comparatively short speech on a prepared topic (e.g. as in everyday interactions with visitors, trade fairs) without taking notes. □Can actively anticipate speech information, monitor target-language accuracy and completeness, and correct mistakes.				
Elements of Descriptors	**Interpreting Mode**	**Condition**	**Typical interpreting activity**	**Cognitive strategy**	**Interpreting quality**
	consecutive Interpreting	short speech, prepared topic	everyday interactions with visitors, trade fairs	anticipation, monitoring	accuracy, completeness

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4. Application Case 1:Teaching Design

Descriptor	Interpreting mode	Classroom activity	Material difficulty
Can consecutively interpret moderate information-dense speech (e.g., as in business negotiations, training activities) in which segments are comparatively short and delivered at a regular speed with note-taking notes. (Overall interpreting ability Scale Level 7)	Consecutive with notes	Business negotiations, HR or supplier training, product launch events, etc.	Moderate information-density; segments are comparatively short and delivered at a regular speed

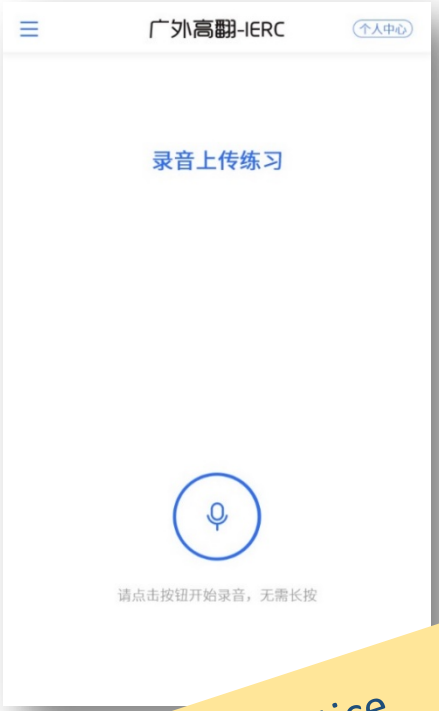
4. Application Case 2: Learning Guidance

Table 4 The sample questionnaire for self-assessment in the intermediate stage (Levels 7 and 8)

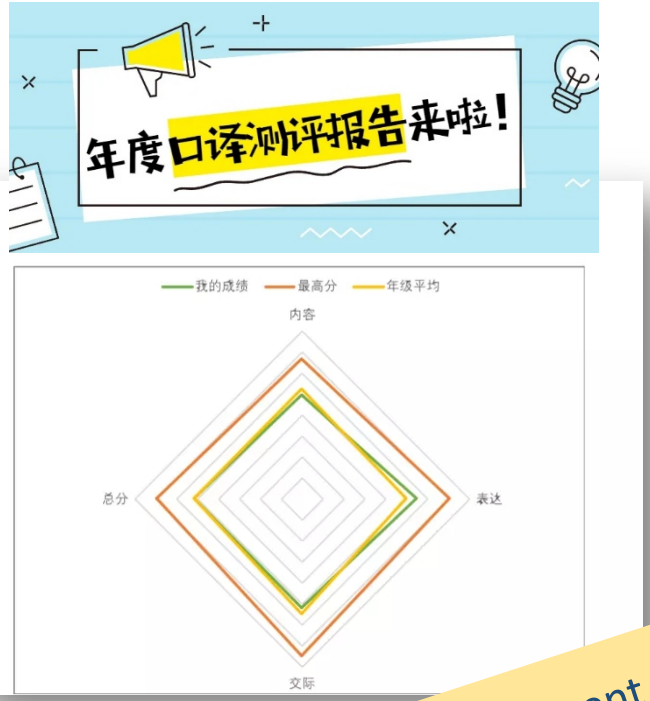
Suppose you are appointed to a consecutive interpreting task for a product launch ceremony. Indicate your estimated performance by putting a cross in the appropriate box (0-4) for each statement				
0	1	2	3	4
Cannot do it at all	Can do it with much help	Can do it	Can do it well	Can do it easily
Unable to execute the task in any circumstances. My proficiency is obviously much lower than this level	Can execute the task in favorable circumstances. My proficiency is a bit lower than this level	Can execute the task independently in normal circumstances. My proficiency is at this level	Can execute the task even in difficult circumstances. My proficiency is a bit higher than this level	Can execute the task easily in any conditions. My proficiency is clearly much higher than this level
1. Prior to interpreting, I can familiarize myself with event-related specialized vocabulary, background information, and development trends				☐ 0. Cannot do it at all ☐ 1. Can do it with much help ☐ 2. Can do it ☐ 3. Can do it well ☐ 4. Can do it easily
2. During consecutive interpreting in which speech segments are comparatively long, I can draw support from my notes to interpret information-dense, relatively specialized speech that is delivered at a regular speed with a certain degree of accent				☐ 0. Cannot do it at all ☐ 1. Can do it with much help ☐ 2. Can do it ☐ 3. Can do it

Self-assessment

4. Application Case 3: Inter-Sector Collaboration



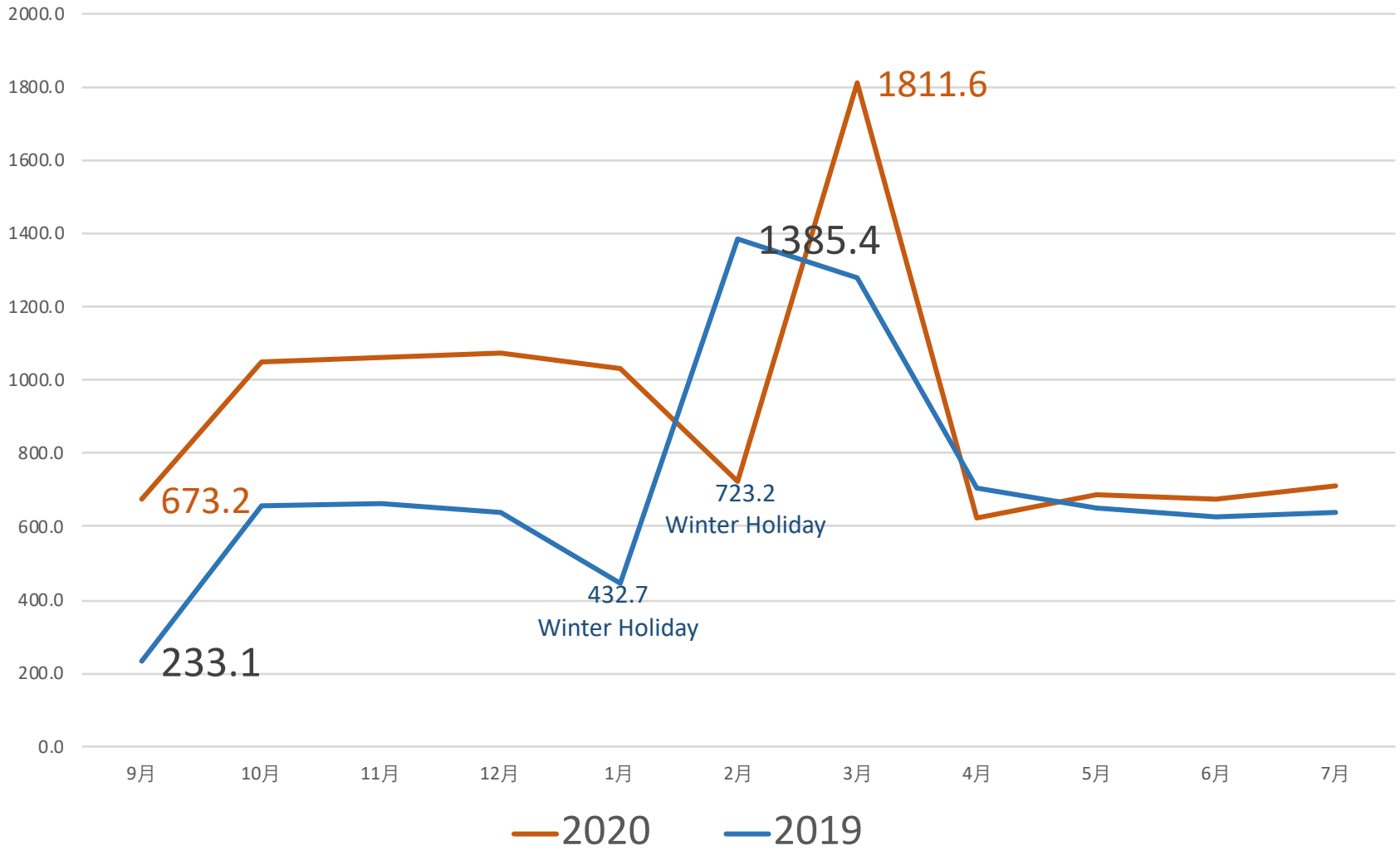
Daily Practice



Annual Assessment

Learner's Portfolio

1st Academic Year Practice Record （Hours per Month）



Future: CSE-Interpreting Scales Application with AI

- Learning + AI-CSE

  Learner's Profile

  Diagnosis + Formative Assessment

  Competence Positioning

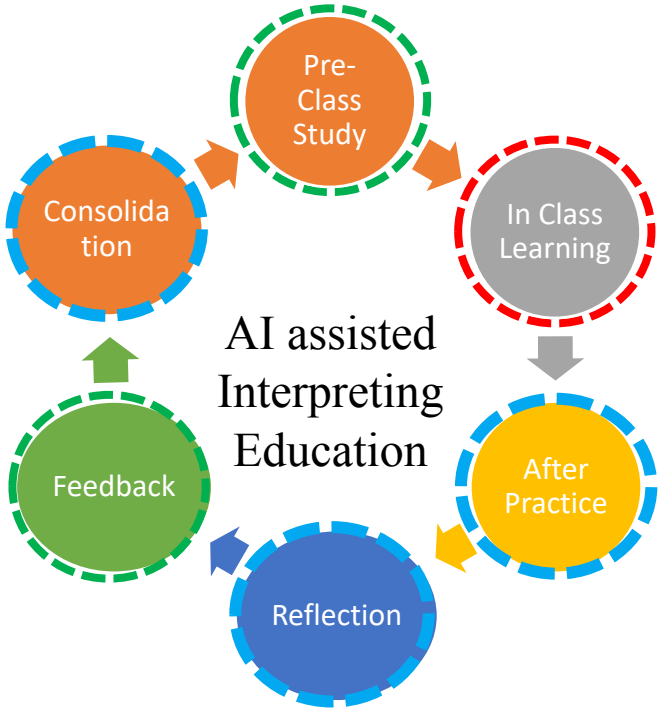
  Learning Materials Recommendation

- Learner + Trainer

  Goal-setting+Course Planning

- Trainer + Learner

  Core Skills



Special Thanks to…

Q&A

Thank you!

Wang W, Xu Y, Wang B and Mu L (2020) Developing Interpreting Competence Scales in China. Frontiers in Psychology. 11:481. doi: 10.3389/fpsyg.2020.00481

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