

An Alignment Study on Translation Competence Scales from CSE and Translation Testing from CET-4

Jingtao Nie², Shenghua Luo^{1,2*}

¹ Yangtze University, Jingzhou, China

² Yangtze University College of Arts and Sciences, Jingzhou, China

Email Address

1461663487@qq.com (Jingtao Nie), 501087@yangtzeu.edu.cn (Shenghua Luo)

*Correspondence: 501087@yangtzeu.edu.cn

Received: 1 September 2022; Accepted: 11 October 2022; Published: 9 November 2022

Abstract:

This paper aims at the alignment study on translation competence scales from CSE and translation testing from CET-4. Through analyzing the same points, similarities and differences to find out where the two can be combined, it is a way to provide measures for English learners and users from school and society during English study. In the first, this paper analyzes the alignment study on ability cultivation from three aspects: bilingual ability, comprehension ability, and application ability. Then, the paper discusses the alignment study on testing skills, which are expanded to reading comprehension skills, bilingual transferring skills, and language expressing skills. There are the same points, similarities and differences parts between translation competence scales from CSE and translation testing from CET-4. In the end, it is noted that the alignment is in English learners and users' study, school teaching and cultural communication. It is expected to offer suggestions to the cultivation of English learning abilities and study strategies for English learners and users.

Keywords:

Translation Competence Scales from CSE, Translation Testing from CET-4, Alignment Study

1. Introduction

China's Standards of English Language Ability (CSE) offers important reference opinions in the foreign language assessment system in China. It integrates the translation competence scales, which have opened up a new world in the history of the development of language competence scales at home and abroad. Therefore, it has been attracted scholars to pay attention to the language testing and the translation teaching and learning. Furthermore, CSE provides a basic framework for the study of the translation competence scales which can help to improve the translation assessment ability, and provide a reference frame for translation teaching test, and offer support for the teaching of feedback. It is theoretical, practical and plays an important role in formulating reasonable translation learning goals, and it's good for translation testing standards and the translation abilities of various personnel. The

series of translation competence scales are incorporated in CSE, which provides more reference sources for language testing research. The study between translation competence scales from CSE and the translation testing from CET-4 is helpful to the establishment of the translation competence scales in CSE which helps to promote the development of English language research in China.

2. Literature Review

2.1. Foreign Research

As early as the 1950s, the United States formulated the Foreign Service Institute scale to assess the spoken language level of overseas military personnel. In the 1980s, the scale was called Interagency Language Roundtable Scale by the U.S. government, and it abbreviated as ILR Scale. The scale expanded from a single oral ability to five skills of listening, speaking, reading, writing and translation, which provided a reference for the later development of the language competence scales. At the same time, on the basis of the FSI scale, the American Educational Testing Service Center revised and refined the scale, and developed a set of standards for foreign language teaching that is American Council for the Teaching of Foreign Languages, ACTFL. In the 1990s, the American Council on Foreign Language Education launched the Standards for Foreign Language Learning (SFLL) to set different learning goals for multiple languages. It is used to guide the teaching from the early childhood stage to the upper grades, and the scale focuses on the cultivation of communication skills. At the beginning, Bachman came up the communicative language ability, which was regarded as the most complete and powerful discussion for communicative language ability [1]. Scholars' researches mostly discussed from the theoretical level lacking empirical research, such as Wilss [2] and Kiraly [3]. However, some scholars kept the point that translation competence is connected with bilingual ability, and the translation competence is one part of the language competence, like Toury [4], Chesterman [5]. Later, Schaffner & Adab [6] and Colina [7] proposed the focus on language teaching under the translation competence models, which was more applicable in the teaching field. Since then, some scholars had conducted empirical research and put forward corresponding model hypotheses in combination with translation teaching. Recent years, the PACTE defined translation capabilities [8]-[11]. At present, the most influential one is the CEFR scale, which is jointly developed by more than 40 member states of the Council of Europe. The results are not specifically aimed at interpretation and translation capabilities [12], so that it's not applicable to Chinese-English translation practice. Then, Alderson worked with Chinese scholars to analyze the political challenges faced by the China's Standards of English [13]. Sun established a special electronic archive to study the translation ability in the self-assessment grid and CSE [14]. Finally, some scholars like Papageorgiou who expounded the consistency between the new TOEFL test scores and the China's Standards of English through empirical research [15]. Generally speaking, the studies on language competence scales in western countries tend to study language communicative competence, and pay more attention to the application of language communicative competence in specific language environments. The language competence is described as a whole from the four aspects of listening, speaking, reading and writing, and then describes the language ability separately according to the type of language communication activities. Foreign scholars pay more attention to the practicality of language.

2.2. Domestic Research

Han made a systematic overview of several well-known foreign language competence scales and compared the differences among some of these scales [16]. He pointed out that the development of foreign language competence scales had been relatively mature, and the standards for foreign language teaching and evaluation were of great significance to the formulation of educational policy curriculum and the compilation of syllabus. However, currently there was not having a mature language competence scale like ACTFL in China. The development of consistent standards for English competence is an important task in the overall planning of our foreign language education. Later, Yang and Gui proposed to develop a unified English language proficiency scale for Asia [17]. Then, Liu systematically sorted out the basic ideas for the development of China's Standards of English, and proposed that language competence should be scientifically graded and described based on advanced language teaching theories and empirical research [18]. Liu and Peng explored the scientific nature of the China's Standards of English based on the current situation of the principles, framework and descriptive language of scale construction in China [19]. However, Feng and Yan raised theoretical questions about "description", pointed out three modes of "description", and gained a deeper understanding of the construction of the translation competence scales [20]. Then some scholars proposed and described in detail about the parameter framework of the translation competence scales from CSE under the China's Standards of English Project on the basis of the translation competence construction, like Bai, Feng, and Yan [21]. Two years later, Zhu and Cao used scientific and effective research methods to discuss the unified method and grade method of descriptors [22]. Finally, some scholars like Xu, Wu, and Liu compared and analyzed the syntactic errors of different levels of groups, highlighting the most common and useful syntactic features that learner of different levels should master. This reflects the different levels of English learners on syntactic knowledge and its usage [23].

There are some researches on the CET-4 in China. Huang, Chen, and Liu discussed the principle and method of college English teaching based on the translation testing from CET-4, and provided some advice for college English teaching [24]. Then, Yang and Mu discussed the relationship between translation testing, language testing and psychological testing, redefining the positioning of translation testing, and provided reference for research on translation teaching and translation testing [25]. Later, Xu analyzed and explored Howard Goldblatt's translation philosophy, translation strategies and interpretation paths, and discussed the theory of his translation philosophy which was provided for the translation of Chinese literary works [26]. Furthermore, Xu and Ye explored the scoring strategies used by CET-4 translation raters, and offered references for the design and score of subsequent large-scale language test on translation part [27].

In recent years, foreign scholars had done some research on language competence scales, and focused on the study of language usage and expression ability while there didn't have much research on the competence scale from translation teaching test. Domestically, it paid more attention to the scales from the current state of the Chinese foreign language development, education system and teaching status. For translation testing from CET-4, Chinese scholars focused on the application of the translation test in translation teaching and the strategy for the translation test, etc. In short, although domestic and foreign researches on CSE are abundant, there are still insufficient

researches on the translation competence scales from CSE and translation testing from CET-4.

3. An Overview of the Translation Competence Scales from CSE and Translation Testing from CET-4

3.1. Translation Competence Scales from CSE

As one of the essential component sub-scales, translation competence scale aims at the whole process of translating which is an intercultural and inter-language mediating activity in which source texts are seen as input and target texts are seen as output. There are scales for translation ability, translation strategies and self-assessment scale for translation ability.

For translation ability, it refers to the written language transference ability demonstrated by language learners and users in the participation of intercultural and trans-lingual activities. The scales for translation ability cover translating description, translating narration, translating exposition, translating instruction, translating argumentation and translating interaction. For translation strategies, it includes planning, execution and appraising/compensation; refer to the skills, methods or actions applied in solving problems or improving translating effects in the study and practice of translating. For self-assessment scales, it can be used by both language learners and users in assessing their own English proficiency. However, it is pointed that the overall scale for translation ability starts from Level 5 for the translation ability is based upon certain bilingual capabilities [28].

3.2. Translation Testing From CET-4

Translation testing has played a very important role in the English language testing, which is related to the psychological characteristics of the translator psychological changes. Furthermore, it requires certain measurement tools to measure the translator translation competence. In order to achieve it, they need to make use of some previous knowledge, experience, language skills and cognitive strategies, and it's a psychological feature that cannot be directly measured.

Translation testing from CET-4 is designed to test English learners and users' ability to use appropriate translation strategies and language knowledge to express English in Chinese. There are questions according to the English learners and users' cognitive level and learning level, adopting a variety of skills and strategies to finish the translation testing. In addition, the grade will be offered according to various scoring strategies from their response, and cognitive strategies. The purpose of the translation testing from CET-4 is to assess their exact understanding of written materials in English language and basic translation skills.

Translation testing from CET-4 is both a translation test and a language test. Language testing is mainly used in three aspects: language teaching, language research and teaching research. However, CET-4 has adopted Chinese-English paragraph translation testing since 2013 which involves Chinese culture, history, geography, economic and social development etc., with 140 to 160 words in CET-4 [27].

As a scientific measurement tool, translation testing from CET-4 makes a scientific, accurate and fair evaluation of the language competence of English learners and users and the teaching effect of teachers. English learners and users can understand their

own learning status through tests and make up for deficiencies while teachers can find problems through tests and adjust their own teaching methods and teaching strategies.

4. An Alignment Study on Translation Competence Scales from CSE and Translation Testing from CET-4

College English teaching requirements were divided into three parts: primary, improvement, and development. Most undergraduates need to reach the primary requirement when they graduate from school. The fifth level of translation ability scales from CSE is applied to college English testing primary requirement, so that following study will mainly focus on the fifth level.

4.1. An Alignment Study on Ability Cultivation

The alignment part in ability cultivation is discussed from bilingual ability, comprehension ability, and application ability. Firstly, the description of the ability cultivation will be showed in the translation competence scales from CSE, and then the requirements, purposes will be list out according to the scales. Next, the corresponding description for ability cultivation will be list out from *College English Teaching Guidelines* to show the requirements and purposes on the ability. Finally, the same points, similarities, and differences on the ability cultivation between translation competence scales from CSE and translation testing from CET-4 will be list out, then the alignment parts will be summarized from it.

4.1.1. An Alignment Study on Bilingual Ability

In the first place, it is can be seen that the description of bilingual ability on the fifth level of overall translation competence from CSE (see Table 1).

Table 1. The fifth level of overall translation competence from CSE.

CSE 5	<ul style="list-style-type: none">• Can translate short, simple texts on topics related to daily life, reproducing the key<ul style="list-style-type: none">• Can translate texts describing spatial layout and the natural environment, producing faithful and accurate translations.• Can translate common instructive texts, such as public signs and schedules for routine activities, fully conveying the information and clearly expressing word meaning.
-------	--

From Table 1, Bai, Feng, and Yan further pointed out the description of bilingual ability on translation ability scales from CSE that is “The translator’s bilingual ability is mainly reflected in the comprehension, conversion and expression on the translation process” [21].

It is demonstrated that they are supposed to make use of bilingual ability to find out the difference between source language and target language. For example, judging the genre and writing style of the article, expressing the meaning in target language. Above all, it requires them to understand the text and get the basic information correctly. In order to finish the translation task, they need to master some common terms about life, and grasp some knowledge of intercultural communication, such as proverbs, appellations, and cultural customs. Finally, express the target language directly. To some extent, the purpose of using the bilingual ability in translation competence scales from CSE is prepared for daily life. People can understand the world better with bilingual ability and express Chinese culture to the world in a correct way.

Secondly, the bilingual ability was mentioned in *College English Teaching Guidelines*, that is “大学英语课程的重要任务之一是进行跨文化教育。学生可通过英语学习了解国外的社会与文化，增进对不同文化的理解，加强对中外文化异同的认识，培养跨文化交际能力” [29]. According to the guidelines, Huang draw up the purpose of translation testing from CET-4, which is “the translation from English to Chinese mainly tests the understanding for English text and basic translation skills” [24].

It showed that English learners and users need to know some knowledge of history, culture, and economy in different culture, and then finish the translation with their own understanding. It's clear that translation testing from CET-4 is based on *College English Teaching Guidelines*. When deal with the translation testing from CET-4, they should have the ability of understanding the source language text exactly, and mastering the skills of basic translation. Then, understanding the source material comprehensively and expressing the meaning in a correct way in target language. It's necessary to accumulate huge vocabularies of two different languages to finish a good text. The way English learners and users express the source language shows their understanding for the two cultures.

Last but not the least, there are same parts in translation competence scales from CSE and *College English Teaching Guidelines*. For instance, they all pay attention to two different language conversion, and the similarity is that they have certain requirements for the understanding of the text. The difference between them is that the content of *College English Teaching Guidelines* is associated with cross-cultural education, but the sales contain more extensive content. Besides, Zhang pointed out his view on it that “Encyclopedic knowledge makes a difference in the bilingual translation all the time. For example, the cultural theme of translation, the source language and target language have their own cultural backgrounds, and it's a communication for two different cultures” [30].

Above all, translation competence scales from CSE and translation testing from CET-4 require English learners and users to translate simple text correctly, and understand the article with the related cultural background. Therefore, they need to master some translation skills to deal with different texts. First, they need to be familiar with two different bilingual environments, and know the two different cultures. To remove the barriers between them and then use some professional expressions to express the meaning with target language. Finally, the bilingual ability is developed in the process. The bilingual ability of translation competence scales from CSE and translation testing from CET-4 can be adopted in school, import and export industry, and language testing and so on. With the use of it, school can get a reference in exam testing, the related industry can get more information from outside, and the language testing can select testers of different language levels, and then provides a reference for recruitment in related industries.

4.1.2. An Alignment Study on Comprehension Ability

The translation competence scales from CSE contain six parts: translating description, translating narration, translating exposition, translating instruction, translating argumentation and translating interaction. Among them, translating narration, translating instruction and translating argumentation are closely related to the comprehension ability.

First of all, the comprehension ability is described on the three translation competence scales (see Table 2).

Table 2. Three scales of translation competence scales.

	Three Scales of Translation Competence Scales	Description
CSE 5	Translating Narration	Can translate short stories about daily life, reproducing the main storylines. Can translate short articles about social activities, such as travel experiences. Can translate stories with simple language, reproducing basic plots and character relations.
	Translating Instruction	Can translate schedules of campus activities, conveying key information such as time, location, and activities. Can translate common warning signs, accurately reproducing the original instructions. Can translate travel schedules.
	Translating Argumentation	Can translate written versions of simple speech, conveying the viewpoints and factual information accurately. Can translate short argumentative texts on familiar topics about social phenomena, conveying the key information in the original.

According to Table 2, Feng presented his understanding to comprehension ability: “All the assessment to translation quality is based on the observation, analysis, and evaluation to the source language” [31].

It's showed that understand the type of the text is the first step of the translation. English learners and users need to know some normal article genre, such as story, schedule, and speech. The more they are familiar with the article, the easier they understand the text. In addition, not only understand the genre, but also the language, they need to understand the expression way of source language and the implied meaning on it when faced an article. In order to understand the source language, they need to know some uncommon expressions, proverbs, and famous quotes and so on. Understanding well leads to good expression. After understanding, they need to analyze the source language, and make a good evaluation on it. If they meet the points above, they will comprehend the text basically, and their comprehension ability show.

Next, the comprehension ability was manifested in *College English Teaching Guidelines*, that is “理解主旨思想，明晰事实、观点与细节，领悟他人的意图和态度，进而进行综合与合乎逻辑的判断，表达基本意义” [29]. According to the guidelines, Huang pointed out his ideas to the comprehension ability as that “Comprehension and expression are both important to translation, and comprehension standard would be showed through expression” [24].

Comprehension and expression are inseparable wholes. On the one hand, in order to comprehend the text, they need to understand the main idea, the author's thoughts and attitude, then make a judgment, and come up with a self-understanding. The most important part of comprehension is logic; it will be strange without the logic. English learners and users need to follow logic thoughts of the text to understand the whole article, get the main information, and know the writing purpose of the text. On the other hand, a good comprehension can be seen from expression, and the quality of the expression shows the comprehension standard. The word, sentence, and language show the expression, but the comprehension determines which word could be used in the target language. In all, comprehension ability means understand the source language in deeper thoughts, but not from the surface words.

Last, through above study, conclusions are drawn. There is same part between translation competence scales from CSE and *College English Teaching Guidelines*. They all pay attention to deliver the main information of the original text. The similarity is that they focus on understanding the points and respect the fact of the text, and the difference is that translation competence scales from CSE includes many kinds of text, and pay attention to the meaning delivery, but the guidelines didn't limit the text genre, and focus on logic judgment. From the conclusions, Tang and Ma further pointed out their understanding, that is "Source language text is text form published by propositional person under a special test condition, social environment, and the translator cognitive level, and it's the result of multiple systems working together" [32].

So that, comprehending a text needs each parts pull together to finish the translation. English learners and users need convey the meaning of the source language, understand the main idea, and judge the author's attitude. In addition, the guideline and the translation testing from CET-4 are consistent on translation testing. The source language text is formulated under English learners and users' cognitive level, and they are able to finish the translation task. The point is that how to comprehend the text in a proper way. First, English learners and users need to practice their ability of information obtaining, logic thinking, and written expression. Next, do some corresponding exercises to strengthen the ability. Finally, evaluate the comprehension ability according to the translation competence scales. Above all, the translation competence scales from CSE and translation testing from CET-4 can be integrated in comprehension ability. By means of the integration, the English learners and users can study English efficiently and scientifically, school can get a reference to exam evaluation of translation testing, and the language examination agency can get a more perfect evaluation. For person, one can start a rational thinking when face a cultural text.

4.1.3. An Alignment Study on Application Ability

The translation strategy is a kind of application ability which is described on the translation competence scales from CSE as that (see Table 3).

Table 3. The fifth level of translation strategy from CSE.

CSE 5	<p>Before translation, can clarify the purpose(s) of the translation and consult the meanings of words using reference books or cyber resources.</p> <p>During the translation process, can appropriately make additions or omissions where necessary.</p> <p>After completing the translation, can correct improper wording and grammatical mistakes using reference books and/or cyber resources.</p>
-------	---

From Table 3, Bachman pointed out that "The ability of strategy has a compensatory function when the language learning ability is insufficient, and metacognitive strategies and cognitive strategies constitute strategy knowledge" [1].

It's explained that finish a translation task needs some strategies to polish the language, such as use the reference book, online dictionary. It also needs to make use of the cognitive strategies to check the translation process. For example, they will add or delete some words if it's necessary. Furthermore, the metacognitive strategy monitors the whole translation process and the cognitive strategies evaluate the process. For instance, when the testing time is almost over, the translator will use metacognitive strategy to speed up, and they correct the words and the grammar by

means of the reference tools. With some cognitive strategy and reference tools for translation, the translation process will be more successful, and the target language will be closer to the source language in meaning, then the strategy ability will be formed in the process.

Secondly, the strategy ability is demonstrated in *College English Teaching Guidelines*, that is: “能够借助网络资源、工具书或他人的帮助，对不同场合中一般性话题的语言材料进行处理和加工；能够运用基本的学习策略” [29]. According to the guidelines, Zhang thought that “The ability of employing the tools means the ability of proficiently making use of the paper and electronic resources. The former means use the dictionaries and books; the latter means use the modern translation tools, such as the translation Apps and glossary” [30].

From the guideline, it's easy to know that strategy ability means use the online resource, reference books and other methods to process the different language materials. The translation testing not only tests the translator's language ability, but also tests their ability of tools application. In the data age, they can not only get related information from books, but the strong network. That means it is important to employ the resource for translation. The first step is that to make use of the reference materials, such as search the background information before translating the text, then to find a right word from dictionary to fit the language environment, finally, with the help of quality inspection tool to check the translation quality. The way of making use of different resources means strategy application ability.

Finally, there are same parts in translation competence scales from CSE and *College English Teaching Guidelines* that they all require to make use of the reference books and web resources, the similarity is that they all mentioned to process language material, and the difference is that the translation competence scales from CSE focus on the reference tools effect to the whole translation process, but the guidelines pay attention to the help of the reference material to them. Xiao further pointed out his view on it, that is “Modern professional translation is no longer limited to the use of dictionaries.” [33].

So that, there is not big difference between translations competence scales from CSE and translation testing from CET-4 in application ability. Generally, they all pay attention to reference related materials and adopt the valuable part on translation. English learners and users need to know how and when to make use of the reference material, and their ability to apply strategy will be shown on the process. In daily study, English learners and users can learn from the integration part of translation competence scales from CSE and translation testing from CET-4 to deal with the text, such as search for the author information before translation, finds the proper terminology from dictionary. Teachers could refer to the integration part to customize proper teaching method. For example, before reading an article, ask English learners and users to search for the background information, so that they will get improved in the process with time going. In order to support English learners and users to develop the application of strategy, school needs to provide adequate resources, such as complete library equipment, order all kinds of books for reading, and hold lectures regularly to broaden their horizons.

4.2. An Alignment Study on Testing Skills

The alignment part in testing skills is discussed from reading comprehension skills, bilingual transferring skills, and language expressing skills. Firstly, the description of

the skills will be showed in the translation competence scales from CSE, and then the requirements, purposes will be list out according to the scales. Next, the corresponding testing skills description will be list out in *College English Teaching Guidelines*, which shows the requirements and purposes on the testing skills. Finally, the same parts, similarities, and differences on the testing skills between translation competence scales from CSE and translation testing from CET-4 will be list out, then the alignment parts will be summarized from it.

4.2.1. An Alignment Study on Reading Comprehension Skills

From the translation competence scales from CSE, the fifth level of planning from translation strategy described the reading comprehension skills as that (see Table 4).

Table 4. The fifth level of planning from translation strategy.

CSE 5	<ul style="list-style-type: none">• Can clarify the translation purposes.• Can gather reference books related to the content of the original.<ul style="list-style-type: none">• Can consult the relevant professional reference materials.• Can look up new words and expressions in the original with the use of reference books, online dictionaries, search engines, and/or other resources.
-------	--

According to Table 4, Bai pointed out the understanding to reading skills, that is: “The related beliefs and values can be identified from social cultural knowledge in different social communities of different regions and countries” [21].

It showed that reading comprehension skills are connected with understanding and integrating information. Reading not only means to read the text loudly, but also means to understand the idea behind the article. In order to reading the text well, it needs them to use some strategies to understand the article. For example, before reading, they need to remove confusion appeared on the article, such as the rare words, complex expressions, and background knowledge of articles. In addition, it’s important to know some cultural knowledge, because translation not only means to translate the two different cultures but also translate the cultures. Furthermore, they should not only know Chinese culture, but also the foreign culture. Understanding different cultures leads to reading different text well and make the translation work near to the local readers.

Second, the reading comprehension skills is defined in the *College English Teaching Guidelines* as that: “能基本读懂题材熟悉、语言难度中等的英文报刊文章和其他英文材料，理解主旨大意，分析语言特点，领会文化内涵” [29]. From the guidelines, Huang proposed the CET-4 reading skills as that “According to the propositional principle, the translation content are five sentences of the whole article. Firstly, reading the whole passage, and then reading the five sentences. The former is extensive reading, and the latter is intensive reading” [24].

It showed that they need to read the familiar English newspaper, articles and other materials on CET-4, such as clear the main idea, language feature, and the cultural connotation. According to the propositional principle, reading comprehension skills should combine the extensive and intensive reading, reading the whole passage with extensive reading and reading the translating sentences with intensive reading. Extensive reading leads to understand the main idea of the article while the intensive reading leads to understand the language style and expression method. Overall, reading comprehension skills means information filtering, English learners and users find out the useful information from the showed materials, and comprehend the whole

passage meaning, then translate the text with obtained information and materials. Reading comprehension skills are formed on the basis of understanding the text.

Last, the same part of the translation competence scales from CSE and *College English Teaching Guidelines* is that they all require understanding the language feature of the text. The similarity is that they all pay attention to focus on understanding the text, and the difference is that the translation competence scales from CSE attach importance to meaning delivery, but the guidelines pay attention to the cultural understanding. According to the guidelines, Hu came up with the understanding to the reading skills, that is “In the condition that take the reading ability cultivation as the first or only teaching method, the only way to develop reading skills-grammar translation method was regarded as the best one” [34].

So that there are consistent parts on reading comprehension skills between translation competences scales from CSE and translation testing from CET-4. First, they could use some auxiliary materials to understand the text before reading. The second one is to make use of extensive and intensive reading while reading the article. The last one is to understand the text with cross-cultural awareness. Besides, teachers could adopt the grammar translation method to teach English learners and users the skills of reading, making them understand the text by explaining the bilingual relationship between two different languages. The reading skills can be seen from the way they understanding text, dealing information and expressing the language. A good comprehension needs reading well, and the reading comprehension skills can be developed. The reading comprehension skills of translation competence from CSE and translation testing from CET-4 can be used in different language learning and language testing. From this aspect, school and teachers could make the most of the reading comprehension skills to educate them in English learning and come up with many good points on teaching methods. In addition, it can also be a good reference for school English examination.

4.2.2. An Alignment Study on Bilingual Transferring Skills

From the translation competence scales from CSE, the fifth level of execution from translation strategy described the bilingual transferring skills as that (see Table 5).

Table 5. *The fifth level of execution from translation strategy.*

CSE 5	<ul style="list-style-type: none"> • Can supplement words properly where necessary in the translation to ensure complete grammatical structures in the target language. • Can convert the implicit tenses, modalities, or voices in the Chinese texts into explicit English expressions. • Can translate Chinese sentences into English words or phrases according to English grammar rules, using appropriate English expressions. • Can use transliteration to translate proper nouns, such as names of persons and places. <p>Can convert the repeated words or phrases and other constituents of the Chinese texts into English pronouns where necessary.</p>
-------	---

According to Table 5, Bai further pointed out the description of bilingual transferring skills on translation competence from CSE that is “Bilingual communication skills mean that they can understand the same and difference of two languages in the knowledge of grammar, genre, text, pragmatics, and convert the source language and target language by means of cross-cultural ability” [21].

The translation competence Scales from CSE shows that bilingual transferring skills mean to translate the languages by following the two different language grammars, such as the tense, proper noun, and the phrase, and they are all used differently in different grammar rules. In order to master the bilingual transferring skills, they should be familiar with the grammar of different language, and know some common expressions in different cultures, and then know some translations strategies. Bilingual transferring skills can be the improvement skills of understanding, converting, and expressing the different text. Besides, vocabulary is important for translation, specifically the bilingual transferring skills. With lots of words keeping in mind, they have many choices when finish translating the text, and they could employ some language strategies to use the words correctly. That means they need to accumulate some language knowledge and grammar knowledge to develop bilingual transferring skills.

Secondly, the bilingual transferring skills are mentioned in *College English Teaching Guidelines*, that is “能借助词典等工具对题材熟悉结、构清晰、语言难度较低的文章进行英汉互译，译文基本准确，无重大理解和语言表达错误” [29]. According to the guidelines, Yang pointed out the object of translation testing from CET-4: “Translation and language activities are the same that they all take language as the carrier and medium, and their final purpose are interlingua and intercultural communication” [25].

It showed that the bilingual transferring skills are prepared for intercultural communication. With the help of the dictionary and other tools, the text framework is clear for English learners and users, and the English-Chinese translation will be easy. Therefore, they need to learn some translations skills and theories, such as “faithfulness, expressiveness and elegance”. However, the bilingual transferring skills are not only used for language translation, but also for culture conversion. They should adapt to the expression habits of different languages, and express the language in the corresponding cultural context. Cultural knowledge is the basis of bilingual transferring skills, understanding the language means understanding the culture, and translating the language means expressing the culture. Therefore, the bilingual transferring is important to language expression, and the translation quality is connected with it.

Last but not the least, there is the same parts between translation competence from CSE and *College English Teaching Guidelines* that they all focus on the bilingual conversion, and their similarity is that they all pay attention to the accuracy of the target language. The difference is that the translation competence scales from CSE are strict in grammar, and *College English Teaching Guidelines* focus on understanding the source language. Fu further proposed out the understanding for bilingual transferring skills that “Translation not only means the conversion of two languages, and it is manipulated by various internal and external factors” [35].

So they need to apply the bilingual transferring skills to these internal and external factors, and turn it to be a useful part in translating the language. For example, the grammar is different between two languages, and how to balance the difference is the main point in bilingual transferring skills. There is passive tense in English while there is more active tense Chinese language. English learners and users needs to follow the grammar rules when translate the two different languages, and it means they should keep the knowledge of grammar for different language. In addition, bilingual transferring skills make difference in two languages, so that they need to be

familiar with the language expression habits, such as read some foreign literary works to understand the language environment. The bilingual transferring skills come out from translation competence scales from CSE and translation testing from CET-4 can be used in school: English learners and users could improve their reading ability by means of the skills, and teachers could design some special testing exam for them to enhance their learning ability. The bilingual transferring skills are a good helper for English teaching in different levels of college.

4.2.3. An Alignment Study on Language Expressing Skills

From the translation competence scales from CSE, the fifth level of appraising/compensation from translation strategy described the language expressing skills as that (see Table 6).

Table 6. The fifth level of appraising/compensation from translation strategy.

CSE5	• Can revise the translation by transforming sentence patterns or using synonyms so as to ensure the diversity of expressions.
------	--

Referring to Table 6, Xu further described the language expressing skills in translation competence scales from CSE, that is “Syntactic is important part for English learner on the ability cultivation of listening, speaking, reading, translating, and it’s a guarantee of expressing meaning and using of language accurately” [23].

It is demonstrated that language expressing skills are connected with syntax and sentence patterns. Sometimes, they need to change the sentence pattern or structure to meet the expression habit of target language. Mastering language expressing skills need language knowledge. Therefore, English learners and users should master some knowledge of grammar and fixed phrase collocation. In addition, the syntactic knowledge is important for language expressing skills. Morphemes, words, parts of speech are the content of syntax. English learners and users need to learn lots of theoretical knowledge to understand the syntactic knowledge. Teachers could design some class tests to improve language expressing skills, such as connect synonyms, and convert synonyms. Besides, it’s useful for language expressing skills to do some grammar and vocabulary practice. The more English learners and users practice, the more proficient they are in language expressing skills.

Next, the language expressing skills showed in *College English Teaching Guidelines* as that: “能用英语就感兴趣的话题撰写短文，语言结构基本完整，中心思想明确，有论点和论据，用词较为恰当，衔接手段多样，语意连贯” [29]. According to the guidelines, Yang proposed out the understanding that “The translation activities are based on language, and it expressed by written or spoken form, so that the translation testing is connected with linguistic knowledge” [25].

It’s widely known that translation testing from CET-4 is based on *College English Teaching Guidelines*. So that language expressing skills used in translation testing from CET-4 are consistent with the guidelines. On the one hand, English learners and users could write the short passage based on the theme of they are interested, and make use of a lot means of expression to complete the article. On the other hand, they need to learn some linguistic knowledge to adjust the vocabulary during translation. A good language expression is based on solid theoretical foundation and practice. In order to master the language expressing skills in translation, it is better to read some linguistic and syntactic books and do some related practices. It’s a good idea for

school to subscribe some language related text book for English learners and users to study. In all, language expressing skills are developed in a variety of efforts.

Finally, there are the same parts in translation competence scales from CSE and *College English Teaching Guidelines*, such as they all pay attention to the language expression, and the similarity is that they all focus on the usage of language. The difference is that the translation competence from CSE is more inclined to form of language expression while the guidelines pay more attention to the whole language structure.

In all, the language expression for communication and the different language expressions are for cultural communication. In order to improve the cultural communication and cultural dissemination, they need to master the language expressing skills. First, they need to study at least two different languages knowledge in grammar, vocabulary, and syntax and so on. Second, they need to know the awareness of intercultural communication. Finally, do some practices of language expressing. Language expression not only delivery the meaning by words, but also transfer the thoughts, knowledge, and the culture. So that English learners and users need keep some professional knowledge to complete the translation.

5. Conclusions

The translation competence scales from CSE and translation testing from CET-4 align in ability cultivation and testing skills. In terms of ability cultivation, English learners and users could make use of the integration part to test their abilities in bilingual conversion, information acquisition, and translation strategies in English learning. Then observe their own translation competence level, and find the corresponding level in the translation competence scales. According to the requirements to the bilingual ability, the teachers could order some foreign literature. Furthermore, teachers could design a detailed training plan by referring to the two on their ability cultivation, discover a learning method that suits English learners and users' development, and provide them with one-on-one tutoring. It also improves the teaching efficiency of teachers. In terms of testing skills, certain requirements and grades are made for reading comprehension skills, bilingual transferring skills, and language expressing skills through the quantitative table of the translation competence scales from CSE, and English learners and users' skills are tested and improved through the translation testing from CET-4. In the end, this method is conducive to the smooth progress of English learning and the school's translation test work. Through discussion of the testing skills between the translation competence scales from CSE and the translation testing from CET-4, teachers could find out the teaching problems that troubling them, and provide education and guidance in time to point out the way for learning direction, then provide concepts for teaching.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This work was supported by the Teaching Research Program of Yangtze University College of Arts and Sciences, Jingzhou, Hubei, P. R. China, grant number WL202005.

References

- [1] Bachman, L.F. *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press, 1990; ISBN 9780194370035.
- [2] Wilss, W. *The Science of Translation: Problems and Methods*. Tübingen: Gunter Narr Verlag, 1982; ISBN 3878089759.
- [3] Kiraly, D.C. *Pathways to Translation: Pedagogy and Process*. Kent: Kent State University Press, 1995; ISBN 0873385160.
- [4] Toury, G. *Descriptive Translation Studies and Beyond*. Amsterdam & Philadelphia: John Benjamins Publishing Company, 1995; ISBN 9781556196874.
- [5] Chesterman, A. *Memes of Translation: The Spread of Ideas in Translation Theory*. Amsterdam & Philadelphia: John Benjamins Publishing Company, 1997; ISBN 9781556197062.
- [6] Schaffner, C.; Adab, B., Eds. *Developing Translation Competence*. Amsterdam & Philadelphia: John Benjamins Publishing Company, 2000; ISBN 9781556199851.
- [7] Colina, S. *Translation Teaching: From Research to the Classroom*. New York: McGraw Hill, 2003; ISBN 9780072487091.
- [8] PACTE. "Building a translation competence model," in *Triangulating Translation: Perspectives in Process Oriented Research*. Alves, F., Ed.; Amsterdam: John Benjamins, 2003; 43-66; ISBN 9789027216519.
- [9] PACTE. Investigating translation competence: Conceptual and methodological issues. *Meta*, 2005, 50(02), 609-619.
- [10] PACTE. First results of a translation competence experiment: "Knowledge of translation" and "efficacy of the translation process" in *Translator and Interpreter Training. Issues, Methods and Debates*, Kearns, J., Ed.; London: Continuum, 2008; 104-126; ISBN 9780826498069.
- [11] PACTE. Results of PACTE's experimental research on the acquisition of translation competence. *Translation Spaces*, 2015, 4(01), 29-53.
- [12] North, B. Developing CEFR illustrative descriptors of aspects of mediation. *International Online Journal of Education and Teaching*, 2016, 3(02), 132-140.
- [13] Jin, Y.; Wu, Z.M.; Alderson, C.; Song, W.W. Developing the China Standards of English: challenges at macropolitical and micropolitical levels. *Language Testing in Asia*, 2017, 7(01), 1-19.
- [14] Sun, D.Y. Towards an Electronic Portfolio for Translation Teaching Aligned with China's Standards of English Language Ability. *Emerging Technologies for Education*, 2018, 11284, 244-253.
- [15] Papageorgiou, S.; Wu, S.; Hsieh, C.-N.; Tannenbaum, R.J.; Cheng, M.M. Mapping the TOEFL iBT® test scores to China's Standards of English Language Ability: Implications for score interpretation and use. *ETS Research Report Series*, 2019, 2019(01), 1-49.
- [16] Han, B.C. A review of current language proficiency scales. *Foreign Language Teaching and Research*, 2006, 38(06), 443-450.
- [17] Yang, H.Z.; Gui, S.C. On Establishing a Unified Asian Level Framework of English Language Proficiency. *Foreign Languages in China*, 2007, 02, 34-37+64.

- [18] Liu, J.D. Some Thoughts on Developing China Common Framework for English Language Proficiency. *Journal of China Examinations*, 2015, 01, 7-11+15.
- [19] Liu, J.D.; Peng, C. Developing scientific China's Standards of English. *Foreign Language World*, 2017, (02), 2-9.
- [20] Feng, L.; Yan, M. Issues of ontology, epistemology and methodology of language proficiency description viewed from the development of the Translation Proficiency Scale of CSE. *Foreign Language World*, 2018, 01, 2-10.
- [21] Bai, L.; Feng, L.; Yan, M. The translation proficiency scales of China's Standards of English: Construct and principles. *Modern Foreign Languages*, 2018, 41(01), 101-110+147.
- [22] Zhu, Z.C.; Cao, Y. Scaling Descriptors for China's Standards of English Language Ability. *Foreign Languages in China*, 2020, 17(04), 15-22.
- [23] Xu, Y.; Wu, Z.M.; Liu, L.P. Constructing the Syntactic Competence Scale of China's Standards of English Language Ability: A Criterial Feature Based Approach. *Journal of China Examinations*, 2021, 04, 68-77.
- [24] Huang, Z.L.; Chen, S.; Liu, L.F. College English translation teaching from the perspective of CET-4 translation test. *Foreign Languages and Their Teaching*, 1997, 01, 18-20.
- [25] Yang, D.M.; Mu, L. Redefining the Disciplinary Nature of Translation Testing. *Foreign Language Education*, 2016, 37(05), 48-51.
- [26] Xu D. Translation Concept, Strategy, and Ways of Dissemination: In Regard to Howard Goldblatt's Translation Studies. *Foreign Languages and Their Teaching*, 2019, 06, 90-98+148.
- [27] Xu, Y.; Ye, M.L. An Investigation of Rating Strategies in the Translation Assessment: Based on CET-4. *Journal of China Examinations*, 2020, 06, 43-50.
- [28] Luo, S. Exploring College English Translation Teaching Based on Translation Competence Scale from CSE. *Education Journal*, 2022, 5(04), 1-10.
- [29] The College Foreign Language Course Teaching Steering Committee of the Ministry of Education. *College English Teaching Guidelines (2020)*. Higher Education Press: Beijing, China, 2020; ISBN 978-7-04-055294-2.
- [30] Zhang, X.L.; Liu J.L. Re-examination of translation competence from the perspective of language communicative competence. *Shanghai Journal of Translators*, 2017, 05, 15-21.
- [31] Feng, L. On Translation Competence Scales in China's Standards of English. *Foreign Language Research*, 2019, 4, 91-94.
- [32] Tang, Y.J.; Ma, X.M. A study on the content validity of source language translated texts in the CET-4 translation test. *Translation Research and Teaching*, 2020, 02, 69-76.
- [33] Xiao, W.Q. Multi-Component Translation Competence Model and the Construct of Translation Assessment. *Foreign Language Education*, 2012, 33(01), 109-112.
- [34] Hu, C.D. *English Teaching and Learning Approaches*. Beijing: Higher Education Press, 1990; ISBN 9787040029185.

[35] Fu, J.M. Translational Competence: Retrospect and Outlook. *Foreign Language Learning Theory and Practice*, 2015, 04, 80-86+95.



© 2022 by the author(s); licensee International Technology and Science Publications (ITS), this work for open access publication is under the Creative Commons Attribution International License (CC BY 4.0). (<http://creativecommons.org/licenses/by/4.0/>)