Application of Post-Listening Summary Based on Oral Interpretation Contest Corpus in Language Assessment

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Abstract: A summary of oral interpretation can best reflect a person's instant memory and adaptability. In various places where oral interpreters are needed, the requirements for interpreters are very high. Oral interpretation plays an important role in foreign communications. As international communications deepens and becomes more frequent, people are becoming enthusiastic about the research on oral interpretation. Whether in the West or in China, the research on oral interpretation and related content has never stopped since the seventies of the last century, and it has since been progressing and developing continuously. Based on this, this paper is divided into three parts to elaborate. Firstly, it explains the definition of oral interpretation, secondly the importance of oral interpretation quality assessment is explained, and finally the process and analysis of the establishment of a language assessment index system based on oral interpretation are explained. It is hoped that this paper will serve as a useful reference for relevant personnel.

Keywords: Oral interpretation contest corpus; Post-listening summary; Language assessment

1 Definition of Oral Interpretation

Oral interpreters usually speak more than one language, and due to different research perspectives, experts and scholars have different views on oral interpretation.

Oral interpretation researcher Professor Deming Mei believes that oral interpretation is a way to achieve the purpose of conveying words by listening and analyzing the information expressed in the original language, and then converting it into the language symbols of the target language. Language exchange activities. Senior interpreter Zhong Shu believes that oral interpretation is not a pure language behavior, but an action of cross-cultural communication involving different levels of knowledge. Professor Heping Liu believes that interpretation is a scientific form of highly intelligent thought and an artistic reproduction activity. From subjective thinking to abstract thinking, explanatory thinking pays more attention to logical reasoning and analysis. If translation is an art, then it cannot do without image thinking and perception. French oral interpreter Celeskovic believes that oral interpretation is communicative, that is, to accurately and fluently reveal and explain the meaning of the speaker to the audience through language. So far, the translation industry has failed to create a unified definition of interpretation standard, but the interpretations provided by these scholars from different angles will still help one to better understand what interpretation is[1].

2 Key Points of Oral Interpretation Assessment

2.1 Key Points of Oral Interpretation Skills Assessment

Oral interpretation skills and reliability tests are not

limited to academic institutions, they also receive attention from professional oral interpretation associations. They are interested in maintaining the high professional standards of their members and are particularly interested in improving teaching methods in academic centers around the world. In this field, the International Association of Conference Interpreters (AIIC - Association Internationale des Interprètes de Conférence), established in 1953, has played an active role. Specifically, AIIC links education with profession and only certifies schools that meet specific requirements[2].

Since the results of translation work cannot be changed, it can be said that effective and reliable assessment of oral interpretation skills is more important than other professions. The end-users cannot view and modify it. From the first day, a new conference interpreter enters the booth to start work, and the results of their work are communicated to the customers in real time, and the customers must trust it. According to a survey of 18 schools, the examination content is divided into five categories: language, communication, understanding, analysis and basic knowledge. Each category has different types of tests. Only those who pass the examinations can obtain the conference interpreter license, which can prove that they are eligible to participate in the conference as oral interpreter, while those who fail the examinations cannot graduate. The acceptance rate is usually between 25 and 85.

Despite recognizing the need for increasingly stringent test structures and more consistent, transparent, and responsible assessment, current procedures still do not allow for recognized results in general and professional certification exams. After decades of professional and institutional recognition, AIIC or other organizations have not yet established official standards to set clear competence standards for professional conférence interpreters. Therefore, schools, institutions, and juries, etc., seem to have very different standards for different language combinations. Some schools have strict assessment standards and low acceptance rates, while others have loose assessment standards and high acceptance rates. Professional examination practice surveys conducted on interpreting courses at 11 conferences in the United Kingdom, the United States and China (including the mainland and Taiwan) revealed that the lack of "specific criteria for judging or controlling the difficulty of the examination" is a common problem. China does not have a third-party assessment system for the quality of translation education, and there is no specific unified examination scoring rule for undergraduate oral translation majors.

Oral interpretation skills assessment should be centered on expert judgment, and there should be a more standardized process to organize and guide one in improving efficiency and reliability. Assessment experts usually agree on the set of steps required to develop, implement, and improve standard-based competence assessment. (1) Define assessment objectives. (2) Establish an "assessment framework" that describes the structure and area to be evaluated in the assessment. The knowledge, skills and abilities established in the assessment (not included in the assessment) (3) The assessment is carried out by formulating detailed "assessment specifications" to clearly define all aspects of the assessment, including materials, operations, structures, procedures and controls. During the second implementation, please make it as consistent and reproducible as possible. (4) Prepare scene materials: write (edit, record or prepare) video input lectures to meet the assessment specification requirements. (5) Use clear scoring standards.(Guide) Create and verify scoring standards, (6) Establish scoring reliability by training pre-examiners, (7) Assessment scores and performance management reports, (8) Record the entire process, collect evidences of validity and reliability, and conduct repeated audits to improve efficiency and reliability. The time sequence of these stages is not necessarily strict, because the downstream development process can reveal issues that require upstream review[5].

2.2 Key Points of Oral Interpretation Quality Assessment

The assessment of the quality of oral interpretation is an assessment of the perceived consistency between the original version and the interpreted version. Buhler and Kurz believe that it is good as long as interpretation achieves the purpose, and the requirements are different in different situations[8]. In order to assess the quality of oral interpretation, the two directions of empirical research are the interpreters and the listeners. In 1986, Bühler conducted the first field study on the quality of interpretation and conducted a survey of professional

interpreters including members of the AIIC Admissions Committee to determine and evaluate the weight of certain factors that affect the quality of oral interpretation[7]. Bühler pointed out 16 criteria: semantic consistency of information, completeness of interpretation, correct grammatical use, use of correct terminology, use of correct methods, thorough preparation of conference documents, perseverance, poise, and pleasant appearance. She investigated reliability, teamwork skills, positive feedback from participants and user expectations[3]. In 1989, Kurz conducted a survey on users and applied eight criteria by Bühler together with the users. The comparison of the two studies shows a significant percentage difference. Consistency with the original message is the most important criterion, followed by speech. Logical connection. The local accent and pleasant voice are not the most important. Interpreters pay more attention to all standards than users. According to AIIC's survey of conference translation users' expectations, experienced users believe that content is particularly important, and they care more about correct terminology and fluency than pleasant voice or native language[8]. The survey requested respondents to list their requirements and expectations for oral interpretation based on three well-defined factors: completeness of translation, clarity of expression, and precise terminology. Each option is divided into five levels of grading, namely "very important", "important", "very unimportant", "unimportant" and "don't know". The clear expression of precise terminology and the completeness of reproduction were rated as "very important" and "important" respectively, at 97.3, 87 and 86.6[4].

The complexity of empirical research on interpretation quality is related to (1) the difference in performance, (2) the relativity of assessments depends on the opinion of the assessors, and (3) the combination of the three axiomatic characteristics of the assessment process for a specific standard. Variability describes the relationship between the direct size and the selected item. Interpretation is a complex cognitive, language, cultural and social process. The immediacy affects the context of the explanation and the nature of the words to be explained. Therefore, the interpreter must make cognitive, linguistic, moral and ethical choices among multiple choices. Studies have shown that even in (quasi) experimental studies where the influence of external factors is minimized, the performance of subjects is also significantly different, and the differences between individual participants are also very large[8].

3 The Building Process and Analysis of Language Assessment Indicators based on Oral Interpretation

3.1 Introduction to the Corpus

The "Cross-Strait Oral Interpretation Competition" is a national brand competition. It has been held for eight consecutive times since it was first held at Xiamen University in 2009, truly restoring the scene of Chinese oral interpretation. The competition is divided into three parts: keynote interpretation, dialogue interpretation and conference interpretation. Among them, the English-Chinese keynote interpretation link, that is, the post-listening summary work under time constraints, is the focus of this activity. The purpose of this link is to test the students' English listening skill. The score is only used to eliminate players with poor hearing and cognitive skills, and is not included in the participant's final interpretation score. In the conversation summarization, each participant listened to the live one-minute English conversation without taking notes, and summarized the original conversation in Chinese within 45 seconds. When the participants make a summary, all judges and listeners will communicate and their native language will be used as the medium for the summary. The communication effect is genuine, and it directly reflects the actual listening and comprehension level of the participants on the English text, and provides the most direct window for observing and understanding the outline. Divided into 3 groups in total, the research is conducted on 45 people in the three competition areas. The main way is to watch the video and divide the 15 people in each competition area into teams, with 5 people in each team. They are divided into three teams according to the scores. There are three teams of high, medium and low levels, and each competition area is integrated. There are 15 participants in high-level groups, 15 in medium-level groups, and 15 in low-level groups. The total length of review time for the three groups is 16, 15, and 14 minutes respectively. The total number of words transribed is 1852, 1733, 1117 words respectively.

3.2 Assessment Index System for Post-Listening Summary

By summarizing the research points of predecessors, reading the literature, and my own understanding of the post-listening summary, this paper proposes a total of 7 assessment indicators, which are divided into two categories, namely the intratextual indicators which include language accuracy and fluency; and intertextual indicators which include conjunctions, mistranslations, main propositions, secondary propositions, and narrative structure, etc.

3.3 Results Analysis

In this paper, the descriptive statistics data for the application of post-listening summary in language assessment is shown in Table 1.

Table 1. Descriptive Statistics of Summary Indicators between Groups of Different Levels

Summary Indicators	High-level		Medium-level		Low-level	
	Average	Standard Deviation	Average	Standard Deviation	Average	Standard Deviation
Language Accuracy	0.86	0.07	0.80	0.08	0.73	0.73
Language Fluency	2.73	1.03	5.07	1.28	6.67	1.05
Conjunctions	0.90	0.08	0.69	0.11	0.31	0.09
Mistranslations	3.47	1.06	3.80	0.86	4.27	0.80
Main Propositions	5.37	1.16	4.60	0.74	3.33	0.82
Secondary Propositions	8.07	1.34	5.40	1.24	3.67	1.59
Narrative Structure	0.97	0.09	0.87	0.13	0.82	0.18

In addition to fluency and mistranslations, summary indicators are also trending from top to bottom. Fluency is regarded as the frequency of non-fluency, and incorrectly translated sentences are counted as the number of incorrectly translated sentences, so their levels are high. Lower levels increase sequentially. In general, the numerical trends of these 7 indicators are consistent with the horizontal trends of these groups. In particular, the three indicators of conjunctions, main proposition and secondary proposition tend to decrease as the level decreases, and the standard deviation is relatively small, so these three indicators seem to be closest to the trend of students' levels. On the contrary, trends in language accuracy and narrative structure are relatively negligible.

Consistent vocabulary, fluency, main propositions and secondary propositions are important indicators that can distinguish the post-listening performance of students at various levels, thus supplementing and perfecting the previous summary assessment results.

4 Conclusion

In conclusion, the fluency, conjunctions, main propositions and secondary propositions in the post-listening summary index system can effectively distinguish students of different levels, but the language accuracy, mistranslations and narrative structure are three indicators that cannot fully distinguish the differences between students in this study.

In teaching of listening skills, teachers can make full use of the outlines to train and improve students' speech cognition. As mentioned above, the key indicators of generalization ability are listening and categorizing the primary and secondary propositions and conjunctions in the original text. Students need to identify each semantic unit (proposition) and the logical connection between each semantic unit. Complete text structure is derived from the entire logical structure. The summarization procedure can train students to gradually improve from the interest in words and other micro-units to the understanding of macroscopic meanings, thereby accelerating the learning of identification and composition of life problems and the automation and programming of subsequent language output.

In the listening test, you can use the post-listening summary of your native language as an important part of the listening test. The controversy over certain existing summary tests at home and abroad is that candidates must use English to summarize the original English text. This puts pressure on learners with immature English proficiency and adds interfering factors to the summary test. According to the research results of this paper, Chinese learners can complete the English summarization homework in Chinese, and the proposition indicators produced in Chinese can directly reflect the proposition selection and organizational characteristics. Yu's (2008) study

on summarization assignments of Chinese learners of English language also found that compared with English summaries, students' summaries in native language may better reflect their actual English comprehension skills, so summaries can be used as an important form of foreign language listening test. The eighth level exam for translation majors was launched in 2017. It allows students to perform summarization in mother tongue, which is an important way to test English listening and is of great significance for the promotion of the summary test and the deepening of the listening test.

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