The Application of CAT in Translation Teaching

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Abstract: This article discusses what CAT is and the drawbacks of traditional translation teaching. It explores why CAT should be introduced into translation teaching and introduces the performance of several CAT translation software. This project is based on practical considerations and chooses a relatively simple operation, free snowman CAT software. Under this condition, the steps of the translation workshop teaching mode based on CAT technology are summarized.

1. Introduction

In the information age, all walks of life are inseparable from computer technology. The translation industry is no exception. Through market research, it is also found that translation companies require their translators to use one or several CAT software for translation. In view of this, the training mode of the school translation major should be adjusted, otherwise the student professional skills can not meet the need of society, and it will take longer for them to adapt to the social working environment. So what is CAT? What are the drawbacks of traditional translation teaching?

2. What is CAT?

CAT is an abbreviation for Computer Aided Translation. CAT focuses on "how to apply computer software to maximize the automation of the translation process, improve the efficiency of human translation, ensure the quality of human translation, and manage the translation process" [1]. The role of CAT software is, in a broad sense, to assist teachers in translation teaching or to serve professional translators in translation work. Specifically, this is a modern high-tech translation method that uses corpus, memory, and translator's own translation level and style to quickly and efficiently convert the source language into a target language. In the narrow sense, CAT technology refers to application software and related technologies specially developed to optimize the translation process. Typical examples include WordFast, Trados, Déjà vu, Snowman CAT, Yaxin CAT or Memoq. The CAT technology used in translation teaching refers to the narrow sense.

3. The drawbacks of traditional translation teaching

In the traditional translation teaching class, the teacher gives the translation example as a demonstration. After class, the corresponding exercises are given to the students. This simple translation exercise on paper does not effectively exercise the students' translation ability and learning initiative. The mode is too simple. It is impossible to stimulate students' interest in learning and it is difficult to improve their translation ability. What is worse, in some classroom teaching content is mainly about theory and there is less practice; teaching mode is mainly based on teacher infusion, lack of interaction; teaching tools are single, and teaching methods are relatively few, mainly relying on teaching materials. In the subject of translation, the corpus is very important. At present, most of the corpora used in college education are mainly literary translations. In actual life, literary translations are not used often, so education does not meet the actual needs. These aspects should be changed in the future.

4. The applications of CAT in translation teaching

Two-thirds of the staff in the translation service industry can use CAT, and most of them rely on self-study to master relevant skills. This shows that our CAT research and teaching is far behind the translation practice. The domestic CAT research and teaching presents a situation of "two heats and two coldness": One of the two heats is the early start of CAT research leading to the hot competition and the other is the application heat by translators and translation agencies; the two coldness are the coldness of theory and applied research and the coldness of college translation teaching [2]. The application ability of CAT and translation information technology should be used as a condition for cultivating excellent translators, and it should be established as a basic course. Other translation practice courses should be taught choosing CAT as a technical support, so that the application ability of CAT and translation information technology becomes the core curriculum from the marginal curriculum of the professional translation, so as to better achieve the purpose of cultivating applied translators. Integrating CAT technology into translation teaching is conducive to building a new and multi-dimensional translation teaching model, opening up a new situation in translation teaching. In addition, it should not only be carried out in class, but also extended to extracurricular activities; Encouraging students to actively participate in social translation practice activities should be not only in individual classes, but also outside the class if possible, so that CAT technology should not only become a teacher's translation teaching tools must also be a tool for students to translate when they learn by themselves.

At present, the machine-assisted translation software represented by SDL Trados in the CAT tool has formed a large industrial scale. The powerful translation memory and terminology function of the software can not only improve the quality and efficiency of translation, but also ensure the translation consistency of the project team. The translation results can also accumulate translation assets and corpora for future projects. According to Trados official statistics in 2013, Trados software has more than 200,000 customers worldwide, and 90% of the world's top 500 companies use Trados software to handle daily localized translation services. As a professional auxiliary translation software, Trados' advantage lies in its unparalleled core module: translation memory. The principle of its work is: "Translators use existing texts and translations to create one or more translation memories. During the translation process, the system will automatically search for the same or similar translation resources (such as phrases, sentences and paragraphs, etc.) in the translation memory which give a reference translation for the translator to choose. As for the given reference translation, the translator can completely copy, or modify it to use. If you feel unsatisfied, you can also abandon it. In this way translators can avoid unnecessary repetitive work, focusing on the new content. While the translation memory continuously learns and automatically stores new translations in the background, it becomes more and more intelligent and more efficient.[3] However, Trados is expensive and it takes longer time to learn this software. There is no way for the general school to configure, and the level of operation of the teacher is not guaranteed.

Whether there is free and simple software to use is essential to introduce CAT technology into English translation teaching. At present, only domestic snowman translation software meets these two requirements. The free version of the software does not require installation, and is powerful and easy to use. Even if the teacher does not have any CAT-related knowledge, he or she can learn how to use it after reading the software manual. In this way, not only the funding problem is solved, but also the operation is easy.

In addition, Baidu translation can also be used for assistance in translation. Students can make full use of Baidu online translation in the classroom, and then modify and confirm the translation results. This process can not only improve the overall translation efficiency, but also further improve students' ability of the background knowledge of relevant translations. The advantage of Baidu translation is that its parallel corpus of government documents and political news is very rich. There is also the emergence of Google's translation engine based on statistics, which has greatly improved the accuracy and readability of machine translation. Wang Zheng also pointed out that Google's translation engine "can almost compete with manual translations" when translating

political documents, and pointed out that "Google's translation engine has changed the long-term prejudice of machine translation on the translation industry with excellent translation quality, which proves the power and potential of machine translation based on statistics. The translation community should pay enough attention to this new thing, instead of simply staying in the stage where 'machine translation can never replace manual translation'." [4]Both of Baidu translation and Google Translate can be imported into the Snowman CAT and other CAT software. For example, some scholars recognize that Google's machine translation is highly available, so the commonly used Déjà Vu X developed the function of importing Google's automatic translation.

Our project group will choose Snowman CAT software to be introduced into translation teaching, paying attention to the translation process, relying on project-based instructional design. The core is not to teach translation knowledge and skills, but to guide students to actively participate in the translation process and rethinking, to encourage students to use information technology for discovery learning, to comprehend translation skills and strategies which will be used flexibly to get a good translation.

5. The mode of the introduction of CAT into translation teaching

CAT is introduced into translation teaching, and the operation mechanism of translation workshop [5] is simulated in the teaching to carry out interactive teaching, which can cultivate students' collaborative translation ability, improve translation efficiency, enhance students' professional translation ability, and increase the adaptability of students in the translation market. The translation workshop is "similar to a commercial translation center, where two or more translators are grouped together for translation activities." When translating, translators can cooperate and communicate, and jointly translate and solve problems in the actual process. The operation mode and process of translation workshop can be applied to translation teaching. Translation teaching under the translation workshop mode emphasizes student-centered, practice-based, CAT as the technology support, and fosters teamwork spirit through collaboration among students, thus fostering professional translators for the society.

The mode will be implemented according to the following steps

1) The training for CAT translation software

There are practical difficulties in setting up CAT technology into the translation course system. The first difficulty is the lack of mastery of basic computer skills. At present, most universities in China only have courses of computer culture for students at the basic stage. Therefore, it is necessary to conduct CAT training for teachers before the implementation of the project, and also training students on CAT-related software. The software and teacher issues were solved, and the CAT technology module setting in translation teaching was also possible. In view of the school funding problem, we have studied the use of Snowman CAT translation software.

2) Determining the teaching objectives

The teaching objectives include the theoretical basis and translation skills required for translation teaching; the specific goals and milestones to be achieved in the course. The determination of the target system is very important, and it is the basis and key of the workshop-style CAT interactive translation teaching.

3) Developing a teaching plan

The teaching plan is the core of the workshop-style CAT interactive translation teaching model. Teachers need to select the corresponding translation projects according to the teaching objectives. The selection of translation projects must be characterized by strong professionalism, diverse styles and practical teaching links. The setting of the teaching plan should emphasize the role of teachers as instructors, organizers, regulators and central coordinators.

4) Establishment of the translation team

The translation team is the main body of the translation teaching activities. It is basically composed of course participants. It can be a student in the translation class or a translation team freely organized after class. The composition of the translation team can be fixed or freely organized. The translation teams in the workshop-style CAT environment do collaborative

translation, translation practice learning, and jointly solve the problems encountered in the translation process. According to the project process, the teacher can play the project manager, responsible for assigning tasks, reviewing documents and summarizing project work. The students act as an interpreter and complete the document translation task. In this way, the mutual interactive form not only enables students to adapt to the role of the translator as soon as possible, but also plays a good role for teachers in traditional teaching. Moreover, students' translation skills interact and interact with each other in a variety of ways, ultimately completing the translation project.

5) Translation practice venue

The translation practice site is the premise of teaching. It must meet the requirements of workshop-style CAT interactive translation teaching. It generally includes computers equipped with CAT software, multimedia equipment, network equipment, and electronic interactive platform to provide modern information exchange means to meet the requirements of students and teachers for small discussions, process demonstrations, and small reports.

The implementation of this model helps to develop students' learning subjectivity, embodying the "student-centered" teaching philosophy from teaching to learning. The main body of effective learning in the new era is students. Students are no longer passive recipients of knowledge, but should be cooperators of tasks, the main body of classroom teaching, and active supporters of new technologies.

6. Conclusion

To sum up, the introduction of CAT software in the translation course and the use of the translation workshop collaborative learning paradigm can truly realize the identity conversion of the teacher from the classroom leader to the classroom design designer, organizer and guide, so as to from a deepen and comprehensive perspective to guide students' translation behavior. In addition, it can provide fresh corpus for students to learn translation, create a simulation language environment, train students to independently explore translation rules, and master the ability of translation skills. It is a teaching mode that is convenient, efficient and innovative. The CAT software fully plays its auxiliary translation function in the construction of the translation workshop learning mode. The new teaching content is also an effective training method to improve the professional quality of students. The application of CAT software enables students to fully appreciate the practicality of translation training, the complexity of terminology and the importance of translation quality, so as to cultivate a rigorous work attitude to meet the challenges of the workplace.

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