A Practical Study on College English Translation Teaching Based on CAT Technology

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Abstract. With the highly developed computer technology, the behavior of using computer to complete work quickly and efficiently has been regularized. The author highlights that the due attention has to be paid to the importance of CAT technology in the field of English translation. People should realize the indispensable nature of CAT technology in the teaching process. Furthermore, the author makes a multi-directional analysis of the difficulties, such as shortage of skilled CAT teachers, lack of consciousness of applying CAT technology and man-machine cooperation, lack of relevant teaching materials and lack of study on basic translation theory, faced by CAT technology in the teaching of efficient English translation. At the same time, some obvious advantages of CAT application in teaching practice are summarized. Finally, the author calls on teaching researchers to popularize CAT technology in English translation and cultivate the ability of using CAT technology to help students get interest in learning of CAT technology and translation skills to meet the need of global economic development.

Keywords: CAT Technology, English Translation, Teaching Practice

1. Introduction
CAT (Computer-aided translation technology), also known as "computer-aided human translation " "computer-assisted translation" "computer-aided human translation" "machine-aided translation " "machine-aided human translation" "machine-assisted translation" "machine-assisted human translation", refers to the use of a number of computerized tools by human translators to increase their productivity[1]. Nowadays, with the opening of CAT computer-aided translation courses” in colleges and universities, the teaching of related subjects has gone from "computer-aided technology teaching" to simple "translation software application teaching ", thus losing the root of CAT teaching [2]. As the quality of translation mentioned in the exposition, it is clearly pointed out that people play a leading role in CAT translation and are unshakable [3]. As a result, CAT technology teaching should be
divided into two-week teaching as a translation practice course, rather than a special teaching, which should be included in the examination [4]. Translation software can be divided into OCR software and multi-category translation software from broad sense and narrow sense. However, unlike translation general knowledge and basic theory, translation market requires translators to have their own direction, rather than simple translation reports, essays and related professional text is not obvious. As a result, the existence of CAT tools is necessary in order to enable interpreters to better cope with the problems caused by professional restrictions in their work [5]. The problems encountered by translators in the process of translation are mainly divided into two categories. First, the original text is transformed into a translatable form. Translation software and format conversion software cannot achieve complete conversion, which will slow down the translation progress and cause unnecessary losses. CAT tools should be expertly used in teaching and make it efficient and flexible. The corpus is divided into temporary corpus and mount corpus [6]. In some professional manuscripts, customers will generally provide a comparison table of professional terms, after finishing typesetting, all of these professional terms can be mounted. The construction of personal corpus is the accumulation of personal work. In teaching, the accumulation, integration and maintenance of corpus is also an important teaching task. As far as technology and humanism are concerned, CAT tools and operations are relatively simple and easy to use [7]. Nowadays, the new translation software has become extremely simplified, stylized and humanized. Back to teaching, it is necessary for colleges and universities in China to carry out CAT auxiliary translation function course at this stage. Figure 1 shows the computer-aided translation technology processing process.

![Figure 1. CAT technology translation process](image)

**2. Necessity of CAT technology in English translation**

**2.1. Familiarity with CAT technology to enhance students’ competitiveness in job selection**

The development of global economic integration makes China's information localization market also ushered in a golden development period. The multiplying volume of business makes translators need to process a large amount of information within a relatively short period of time. These professional fields contain their own terms far beyond the scope of humanistic knowledge of traditional English
courses in colleges and universities. How to complete the translation memory technology in the work with high quality and high efficiency in a limited time, as well as the abundant corpus, provides a good solution for translators. Not only that, the computer aided system can also optimize the typesetting and proofreading of the translation process. Since the above advantages, CAT technology has been widely used in the translation industry and become a necessary translation tool for translators. At present, if English majors do not master some major CAT software, they do not know how to use Trans Star, SDL Trados, SDLX, Idiom, SDL passolo, Alchemy catalyst, memoQ and Wordfast etc., it would be difficult for them to join the translation company's workflow, and they cannot realize the smooth transition from graduation to employment. Only by mastering the ability to master CAT software at graduation can English majors adapt to the requirements of English majors in the workplace.

2.2. Requirements for teaching practice
The translation course in English teaching is very practical. The traditional translation teaching method is teacher-centered, the teaching content focuses on the explanation of translation theory and skills, and the teaching material is mainly literary and social subjects. Under this teaching method, students' participation in the course is limited, and the ability of translation practice is improved slowly. If the CAT technology is used in teaching, the student-centered computer and network translation teaching platform is established, and the online operation is carried out, then the teacher can fully carry out the interaction with the students in the teaching, and the students can complete the tasks assigned by the teachers with their group members through discussion and cooperation. In such a learning model, students become the protagonist of learning, and teachers only play the role of supervision and guidance. Students' ability to analyze and solve problems has been trained, and not only that, students' language conversion ability, language contrast ability, text contrast ability, access to information materials and work coordination ability can also be effectively strengthened.

3. The present situation of CAT technology in English translation teaching
Translation teaching is still at a relatively early stage and translation methods usually focus on the translation of words, phrases, sentences and the analysis of grammatical structure, through doing a lot of exercises to improve the students' translation skills and abilities. This translation teaching method ignores the connotation of knowledge and the characteristics of culture, and does not combine language, culture and the application of this professional knowledge organically. At the same time, the English environment is poor, lack of enough language practice and communication atmosphere, students can only sit in the classroom for simple practice and communication. Extracurricular is also just to see English movies, magazines, enjoy English songs. It is difficult to internalize the mechanical memory of things into their own knowledge. At present, English translation teaching does not combine language with actual communication environment and students' professional characteristics, and pays less attention to students' translation psychology.

3.1. Shortage of skilled teachers engaged in CAT technology
At this stage, teachers in charge of undergraduate teaching are mostly translators who emphasize theory and practice, so they have little understanding of computer-aided translation, and teaching and proficiency are even more difficult. It can be said that if CAT technology teaching is to become a
system and curriculum into the teaching arrangements of colleges and universities, it still takes a relatively long time. Therefore, the training of more skilled teachers who are competent for teaching CAT technology is also necessary.

3.2. Lack of the consciousness of application of the CAT technology and man-machine cooperation
With the development of AI technology, some people are worried about being replaced by AI while others doubt the use AI in translation work. Because of the AI threat theory, many people confuse that pure machine translation with CAT. In fact, the application of CAT technology should be based on students' familiarity with translation theory, and at the same time, it is necessary to cultivate a translator-oriented attitude so that students can become users of CAT technology rather than become tools for CAT technology.

3.3. Lack of relevant teaching materials
Similarly, because Chinese interpreters are not familiar with and even reject translation software imported from abroad. It is difficult to select a standard teaching material compiling team in our country. At the same time, the training of using CAT technology for teachers is also an important part. If there is no practice, teachers cannot deal with the potential unexpected problems in teaching. Figure 2 shows the modules and corresponding functions of a kind of CAT software.

![Figure 2. CAT Software modules and their corresponding functions](image-url)
3.4. Lack of study on basic translation theory
Returning to the students themselves, it is also a challenge to use CAT. Some students know nothing about CAT, therefore, the appropriate arrangements for the use of the CAT tools for the course, which is completely unnecessary until the students can fully master certain translation skills. In this case, CAT technology is currently difficult to enter the campus.

4. Ways to introduce CAT technology into college English translation teaching

4.1. Cultivation of students' initiative in learning
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 collaborators of tasks, the main body of classroom teaching, and active advocates of new technologies and new technologies. Applying CAT technology to college English translation teaching can arouse students' curiosity and interest in learning, let them get rid of the simple paper and pen exercises of traditional translation teaching, base themselves on the professional field, feel the actual combat of translation, and accumulate experience. This "student-centered" college English teaching model focuses on stimulating students' learning initiative and participation, emphasizing teacher-student interaction and process evaluation, which can make up for the deficiency of traditional teaching.

4.2. Change of teaching concept
The development of the times puts forward new requirements for teachers. Teachers are no longer high-ranking classroom controllers, should not only pay attention to the transfer of knowledge, but should become the guidance and assistance of students' learning, and attach importance to the cultivation of students' ability to solve problems. In this process, teachers are not only organizers and guides, but also supervisors and promoters, to promote the full play of students' initiative and subjectivity, and to ensure the smooth completion of translation tasks.

4.3. Interest Cultivation of virtuous circle of English translation learning
AS we all know, interest is the best teacher. If students are interested in English translation, they will have more chances to know the world. By introducing CAT technology into the college English classroom, students can greatly stimulate their curiosity and interest and meet their needs in pursuing new things. With the help of CAT technology, students can realize the man-machine dialogue as well as integrate the professional knowledge. These can greatly arouse the students' enthusiasm for learning, activate the classroom, and promote the virtuous circle of their English learning.

5. Conclusion
Although there are some problems at the level of teaching talents and students, CAT technology should still enter the campus and be popularized vigorously. The related technology teaching in undergraduate stage and graduate stage should be stratified obviously. In order to gradually expand the use of computer-aided translation in modern translation, the teachers should be good at using CAT technology and then conclude some simple methods for students to learn. Only when teachers and students get familiar of CAT technology, can we achieve the purpose of improving interpreters' translation ability and efficiency to meet the needs of global economic development.
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