Research on the Application of Language Transfer Theory Based on Computer-Aided Translation Software in English Translation Teaching

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Abstract. With China's more integration into the process of internationalization, the increasingly close international exchanges and cooperation have provided an unprecedented opportunity for the growth of the translation shop, and the development of the translation shop has provided an unprecedented opportunity for the cultivation of talents. Especially the training of English undergraduate applied translation talents puts forward higher requirements. An excellent translator should not only have good translation ability, but also be good at using new translation techniques to complete translation tasks more efficiently. According to the spirit of the syllabus of English majors in universities, translation course is to cultivate students' basic ability of writing translation, to conquer the translation abilities of English and Chinese words, long sentences and various styles, and to translate between English and Chinese. At the same time requires accurate and smooth translation of 250-300 words per hour. It has become the goal of more colleges and universities to train senior applied talents with solid English language foundation, skilled translation skills, broad basic theoretical knowledge of international business, good cultural literacy and strong cross-cultural communication skills, and skilled use of English in foreign affairs, trade, culture, education, news media, tourism and other departments engaged in management, translation, foreign trade, international business and foreign tourism. And the current translation course content, the question also can not be underestimated,. The classroom is monotonous, the skill training is not in place, the translation lesson suffers the student's neglect and the complaint. Therefore, this requires that the English undergraduate translation teaching should be synchronized with the society, change to the social and economic growth, actively explore the practice of computer-aided translation technology, and apply it properly to the English undergraduate translation teaching activities. Try to effectively change the traditional translation practice teaching mode and improve the teaching effect.

Keywords: Computer-Aided Translation Software, Language Transfer Theory, English Translation Teaching, Application, Research
1. Computer-assisted translation of relevant content

Computer aided paraphrase is founded on machine paraphrase, through flexible human-computer communication technology to achieve the purpose of translation, can also be called computer aided translation. At present, the high-end research and talent training of computer-aided translation methods are gathered in some international well-known institutions such as the University of Paris III, the Department of Translation of the Chinese University of Hong Kong and so on. In mainland China, few universities have adopted computer translation technology, mainly Peking University and Beijing University of Aeronautics and Astronautics. The application of computer aided paraphrase technology in teaching is still a relatively unfamiliar new concept for most colleges and universities, which can not be paid enough attention to, and the translation courses offered almost rarely involve the use of translation technology. Another significant constituent of CA translation is terms organization. In a broad sense, any word that happens in paraphrase can be saved as a term if it is significant to reuse it, and the saved set of terms becomes a glossary. The terminology library can also be reused, not only in this translation, but also in the translation work of later projects or others, which not only improves the efficiency of work, but also deals with the problem of paraphrase constancy. For a long time, people have all kinds of negative views on computer translation, which are complicated, inaccurate, poor readability, difficult to understand and even amusing. But in fact, computer translation can greatly save human, financial and time. As shown in Figure 1.

1.1. The limitations of computer translation in natural language conversion

Before using computer translation, we must have a clear position on it. No matter how fast machine translation is, it can never replace human translation. The relationship between the two is not competitive, on the contrary, it should be complementary to each other. If there is too much expectation of computer translation that any text can be input directly, it is undoubtedly a myth. The great difference between the two languages determines the difficulty and complexity of translation. Chinese is a kind of high context language, no tense, no word inflectional change, no prefix suffix, the connection between meaning is mostly established in word order and context of words and phrases, and the meaning is often contained, hidden in context, there is no clear conjunction. The cohesion between sentences mainly depends on semantics, through the reader's understanding to inherit the past and the future. Generally speaking, the Chinese form is loose, flexible and flexible, and there is no strict and clear boundary, such as flowing water, each of which is an independent clause, but together, one-step, continuous down. English, on the other hand, is a low-context language, which is rich in inflectional changes, temporal changes, single and plural changes. The connection between meanings must be clearly and clearly expressed by connectives. In English, logical connectives are crucial. They undertake meaning, Fushun sentence and sentence connection, pointing out the direction of the author's thinking. Generally speaking, English sentence structure is rigorous and inelastic. Long
sentences such as trees, branches clear, primary and secondary layers of links, each leaf ownership is not ambiguous. The great difference between the two languages makes complete machine translation extremely difficult. If machine translation is to achieve its ideal state, it is necessary to establish a general encyclopedia within the computer, which contains everything, such as lexical, morphological, syntactic, semantic, pragmatic, etc., as well as any knowledge and common sense of human beings other than linguistics, and even the rich and subtle emotions unique to human beings. In addition, when using this dictionary, the computer must abandon its arbitrariness, randomness, blindness, contingency, which is obviously "purely utopian and hardly worth further consideration [1]."

1.2. Computer and manpower complement each other in translation
Mechanical translation has certain requirements for the initial text. If the original text is or information genre, it is very likely to produce poor quality and poor readability by machine translation. Therefore, we must understand that the usefulness of computer-assisted translation depends on different translation intentions and paraphrase purposes. According to German useful paraphrase theory, the success of paraphrase depends on whether the intention to be achieved is completed, and the completeness of translation purpose is emphasized. The supreme principle of any translation is the law of purpose, specifically, that a text is produced for a purpose and should serve that purpose. As long as we judge the correct translation purpose and purpose, it is not difficult to find that the research of computer aided translation mainly focuses on principal, linguistic structure analysis, semantic analysis and target linguistic generation. It is appropriate for approximate paraphrase, draft paraphrase and auxiliary linguistic communication.

Actually, computer aided translation mostly accepts paraphrase memory and supplie human-computer interaction technology. There are a large number of repeated or alike sentences and fragments in the process of translation. Even the simplest sentences need to be written manually. Computer aided paraphrase technology has automatic memory and search mechanism, which can automatically store the content translated by users. In translation, the computer aided translation system establishes a language database in the background. Whenever the same or alike phrases appear, the system automatically prompts the user to use the closest translation method in the memory library. Users can use, discard, or edit duplicate text according to their needs. For the same sentences, the system automatically searches and gives the previous translation results automatically; for similar sentences, the fuzzy matching technique can be used after a little modification. For translators, efficiency will be significantly improved. In addition, if the translator's memory pool is merged to achieve resource sharing, other people's translated content can be used, translation speed can be greatly improved [2].

Human-computer interaction technology is the translator and computer mutual assistance complement each other, complement each other, essentially change the traditional one-page dictionary method, link the original text with software, provide a large number of professional vocabulary immediate practical support, Reduce the intensity of labor, improve the quality of translation, but also continue to supplement personalized vocabulary, accumulate their own resources. Such a translation method is based on the most advanced computer technology at present to realize the cooperation between computer and people. In the work, the boring and repetitive part is completed by the computer, and the part that needs to create flexible thinking is completed by the human brain. Both operate at the same time and complement each other, thus helping the interpreter to achieve the paraphrase work with high quality. According to statistics, with the help of computer-aided translation system, 3000 words can be translated in one second, while it takes a whole day to complete 3000 words by manpower alone. At present, computer-assisted translation systems are widely used worldwide, half of the EU's vast translation tasks are done by computers, and as many as 4,000 international organizations use machine translation. As shown in figure 2, the market share of translation software in the Chinese market.
Figure 2. A certain market share of computer translation software in people’s daily lives

2. The influence of computer aided translation on teaching

For a long time, different colleges and universities have different understanding of translation teaching and adhere to different characteristics of running schools, so different colleges and universities have different task objectives for translation curriculum. In more key universities, undergraduate translation teaching tends to take note of the cultivation of students' comprehensive translation ability, such as testing and consolidating foreign language knowledge, improving language application ability, literary translation ability and so on [3]. Its goal is more inclined to send this science students to colleges and universities for further study. In addition to testing and consolidating foreign language knowledge, improving language application ability, students are more inclined to understand the concepts and rules of translation profession, and to master the ability and skills of bilingual conversion. In addition to literary articles, the practice materials are more focused on practical texts, which are used to illustrate the difficulty and skills of text translation in real work environments and to improve students' employability in translation positions. In contrast, the goal of translation teaching based on computer-aided translation technology is to train practical talents with certain professional background, good Chinese and English translation ability and strong computer translation software application ability. In terms of professional background, students can choose the direction of legal text translation, business text translation, literary text translation and political text translation according to their interests and hobbies, and can choose to construct the corresponding professional translation terminology database and translation memory database in the process of translation practice, so as to lay a solid foundation of translation corpus for students to engage in related translation business after graduation, so as to be able to enter the work role smoothly [4].

At the same time, it is only the primary goal of translation teaching to improve students understand and master all kinds of paraphrase abilities. Its advanced goal is to cultivate students' ability to analyze problems, solve problems and apply what they have learned in future translation practice and practical translation work. In the process of organizing teaching, students play the role of participants and researchers, while teachers act as mentors and promoters. Under the guidance of teachers, students should actively participate in classroom activities, study problems, analyze problems, and use what they have learned to solve problems. If students only passively accept the knowledge taught by teachers, they can not understand the use methods and technical connotations of computer-assisted
translation in a real sense. Not to mention the practical significance of the cultivation and improvement of students' translation practice ability. In the process of translation practice under computer aided technology, a qualified translator needs to have translation memory bank management skills, computer aided translation editing skills, translation project management skills and high translation and trial ability, etc. Therefore, as shown in the following Figure 3, teachers will focus on six aspects of cultivating students' translation ability in the practical teaching of translation using computer-aided translation technology[5].

![Figure 3. Teachers cultivate students' comprehensive translation ability in six aspects](image)

3. The application strategy of computer aided translation in translation teaching
Translation teaching should not only help students understand and master all kinds of translation skills, but also cultivate students' ability to analyze and solve problems and apply what they have learned. The same is true of computer-assisted translation teaching. Because the research of computer aided translation is to deal with the problem with knowledge in the final analysis. Its research objects include the knowledge of natural language itself, the exchange of knowledge between languages, the objective and subjective background knowledge outside language, contextual knowledge and special knowledge in related fields. Therefore, in order to complete the teaching task of computer aided translation, when organizing the course of computer aided translation, students must be fully aware of the importance of human brain and machine cooperation, establish students' sense of responsibility as translators, and actively guide students to participate in the process of establishing the knowledge system of the subject. In the process of teaching and learning, students play the role of active researchers, and teachers play the role of promoters. In short, classroom teaching should be student-centered, under the guidance of teachers, students should vigorously discover problems, analyze problems, solve problems, and use knowledge. If students are only passive and passive
Recipients, they can not really learn the various techniques and methods of computer-assisted translation, which is not beneficial to the cultivation, growth and development of their translation practice ability [6].

Students must combine their own language judgment, choice, organizational ability, and make the target text become a truly efficient and high-quality translation work. After the completion of the student's target text, the teacher can select the text for comparison, evaluation and correction. So as to complete the goal of computer-aided translation teaching, translation teaching must be extended to extracurricular, which provides convenient conditions for students to self-study computer-aided translation system knowledge outside the classroom. Strictly follow the student-centered teaching principles. "The teacher can also adjust the teaching content, the situation design and the task arrangement through the information that the middle school student feedback to him in the interactive process, while the student forms the correct concept under the teacher's guidance, adjusts the study strategy, consummates the study method, enhances the ability to use the knowledge."

4. Conclusion

With the growth of internet, computer-assisted translation is still far from universal. At present, almost all colleges and universities with translation courses focus on the teaching of literary translation. The textbook inherits the structuralist linguistic theory, and most of the selected texts are not timely. After a certain period of acquisition, students still can not adapt to the needs of the translation market. When they encounter specific translation tasks, they can not only deal with them properly, but also often take a huge time and have poor quality. Therefore, the introduction of computer-aided translation in undergraduate translation teaching can not only solve the problem, alleviate the difficult situation of translation market, but also have positive and distinct practical significance for improving the quality of translation team. Perhaps soon, like today's word processing software and multimedia playback software, computer-aided translation systems will enter thousands of households and become powerful and common tools for language conversion processing. Therefore, the computer-aided translation system should become an indispensable part of translation teaching with its popularization.

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