

Cultivating Post-Editing Competence through Translation Workshop

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Abstract: With the rapid development of artificial intelligence, machine translation become a hot topic, and the post-editing competence is the most concerned part for many teachers. "Translation workshop" which focus on students' collective discussion, self-study and group cooperation is helpful to promote the cultivation of students' post-editing competence, and thus promoting students' translation ability.

1. Introduction

With the rapid development of artificial intelligence, a variety of new machine translation systems and software developed quickly. The relationship between machine translation and artificial translation has begun to arouse more and more thoughts. Among them, the most concerned topic is: Will machine translation replace artificial translation in the future? Full-automatic and high-quality machine translation is not possible at present. It is best to focus on how to make full use of machine translation when discussing the relationship between machine translation and manual translation. If machine translation does have the function of innovating the business model of the language service industry, this innovative function is mainly embodied in the combination of man and machine, i.e. post-translation editing of machine translation. Post-translation editing refers to processing and modifying the original output of machine translation according to certain purposes.

2. Post-editing Competence

Post-editing competence refers to the knowledge system and cognitive accomplishment required to process and modify the original output of machine translation according to certain purposes and requirements. Rico & Torrejón (2012) points out that post-translation editing needs three categories of abilities, namely, language ability, tool ability and core ability. Linguistic competence includes communicative competence, textual competence, cross-cultural communicative competence and subject domain knowledge in at least two languages. Tool capabilities include machine translation knowledge, terminology management capability, machine translation dictionary maintenance capability, corpus quality evaluation capability, basic programming capability, pre-translation editing capability based on controlled languages, etc. Core competence includes strategic competence, attitude and psychological competence, of which strategic competence mainly refers to the ability of post-translation editors to make accurate decisions on post-translation editing level, to strictly follow post-translation editing guidelines and to make decisive choices on style issues. Attitude and psychological competence mainly refers to the ability to deal with subjectivity issues in the process of defining and applying post-translation editing rules, overcoming uncertainties and fully meeting customer expectations. It is a useful attempt to implant the core content of post-translation editing as an important module into relevant courses such as computer-aided translation, translation and localization. First, at the cognitive level, optimize students' cognition of translation technology, especially machine translation, and allocate cognitive resources rationally in practical operation. Many liberal arts students are afraid of technology in the process of learning post-translation editing or computer-assisted translation, and do not realize the attribute of technology serving human beings. Post-translation editing teaching should guide students to seriously think about how to make full use

of machine translation and other translation technologies, integrate various advantages to maximize translation efficiency, and encourage students to embrace and learn new translation technologies with strong curiosity. Secondly, at the level of knowledge, the relevant knowledge of post-translation editing is systematically taught so as to combine knowledge explanation with practical operation, thus preparing for the conversion of declarative knowledge into procedural knowledge.

3. Features of Translation Workshop

Translation workshop is a two-way communication place between the coordinator and the participants for the purpose of "reciprocal learning" and is an entity between language courses and literature seminars. Translation workshop is an activity in which a group of people engaged in translation activities gather together to discuss and negotiate a translation task and finally reach an acceptable translation. Based on the above definition, the translation workshop emphasizes translators' joint participation and mutually beneficial cooperation, which is characterized by practicality and sociality. Translation workshops are "doing" oriented. Teachers teach and do while teaching translation theories to students. At the same time, they also participate in practice. Students learn by doing, learn translation skills in practice, and cultivate comprehensive abilities such as interactive cooperation, coordination and communication. In summary, the teaching mode has the following characteristics:

3.1 Teaching Subject

Translation workshop is a teacher-led teaching mode with students as the core, "placing students at the center of the teaching process and learning process." Stimulate students' initiative and creativity as much as possible. As the main body of teaching, students actively participate in practice, interaction and discussion, learn team communication and cooperation in the process of solving practical translation problems, and constantly check the translation knowledge learned, drawing inferences from other examples, so as to enhance professional ability in "doing" and form a competitive advantage in employment. Teachers, on the other hand, play the role of organization, coordination and supervision, guiding students to think deeply, communicate and cooperate, and independently discover translation rules, providing students with methods rather than results. In a word, the teaching mode of translation workshop attaches great importance to the status of students as cognitive subjects and takes students' participation as an important factor to measure the teaching effect.

3.2 Teaching Mode

Translation workshop "uses a relaxed and interesting interactive way to connect activities that involve many people together into a systematic process". It integrates teachers' theoretical teaching, classroom planning, process monitoring, participating and summarizing with students' collective discussion, autonomous learning, group cooperation, translation simulation, self-evaluation and mutual evaluation, etc. Diversified teaching forms are more likely to produce freshness and impact, and stimulate students' potential and vitality.

3.3 Advantages of Translation Workshop

Translation workshops help students understand how to deal with texts. Classroom interaction is mainly manifested in the following four aspects: analysis of background materials of translated texts, discussion and selection of words, grammatical analysis of translated texts, and stimulation of self-reflection.

3.3.1 Analysis of Materials of Original Text

In the classroom interaction of the translation workshop, there are many differences in the search for background materials of the translated text among the group members, and the different learning experiences and experiences of the group members lead to the different understanding of the text by

the students, resulting in the information difference between the members. The interaction of the group members can promote the understanding of the translated text by the students.

3.3.2 Choice of Words

Reasonable choice of words at the language level is an important part of the construction of the target language works. In the group interaction of translation workshops, the discussion and selection of vocabulary plays an important role in the language development of students and the improvement of translation awareness. This kind of discussion on literal translation or free translation, domestication or foreignization, focus on translation standards, methods and strategies, and can arouse students' thinking and improve their visual impression of translation. In this interactive process of word selection and translation, students exercise good discrimination ability in comparison, resulting in diversification of expression and translation, thus constructing translation knowledge and ability.

3.3.3 Grammatical Analysis of Original Text

Whether it is Chinese-English translation or English-Chinese translation, the grammar of the source language version and the translated language version is the basis for understanding the meaning of the text. In student interaction, especially in understanding the source language version of the second language, students' discussion of grammar is also an important role in peer interaction. The grammar involved in the discussion includes the division of subject, predicate and object, the identification of relative clauses, the part of speech of words and their functions in sentences and chapters. In the interaction of group peers, cognitive differences arise due to their different understanding of these grammatical phenomena. These cognitive differences stimulate students to discuss and learn with peers, thus promoting language development and improving their sensitivity to the text type and language style of the second language.

3.3.4 Stimulating Self-reflection

Students experience and feel the problems in translation practice, and gradually realize that they need to solve the current problems with the new translation theories and practical abilities they have learned. The communication between students is a social construction behavior. Dialogue and cooperation in translation learning can help students learn how to express their views, explain and negotiate different views.

4. Developing Post-editing Competence in Translation Workshops

"Translation Workshop" plays an important role in cultivating students' learning motivation, improving students' translation ability and creating a positive and harmonious learning atmosphere. The teaching mode of "translation workshop" is combined with the cultivation of post-translation editing ability assisted by machine translation, so as to truly take students as the center, give full play to their potential, cultivate their autonomy and cooperation in the translation process, and stimulate their interest in translation learning guided by satisfying their sense of achievement. Translation workshops can cultivate students' post-translation editing ability from the following aspects:

4.1 Cultivating Students' Information Literacy

Students can realize when they need information, be able to retrieve, evaluate and effectively use information, and process, sort out, refine and innovate the obtained information so as to acquire the comprehensive ability of new knowledge. Translator's information literacy means that in translation work, the translator can realize how to quickly and accurately obtain the information needed for translation, can construct information acquisition strategies, and can use various information technology tools to retrieve, acquire, understand, judge and utilize information, while also following the ethical requirements of information use. No matter which of the above technical capabilities, its essence lies in trying to use information technology to mediate the translation process, either to

facilitate the retrieval of relevant information, or to automatically generate translations, or to implement management of relevant resources, so as to assist the translator in the process of successfully converting source language information into target language information, reduce the translator's workload and improve translation productivity.

4.2 Training Students' Retrieval Ability

In the information age, human knowledge is increasing in geometric progression. New translation fields and professional terms emerge in endlessly. No matter how smart the brain is, it is difficult to store vast amounts of professional knowledge. Therefore, interpreters must have good capabilities of information retrieval, discrimination, integration and reconstruction, i.e. "search for business", which is also the basic capability that people should have in the information age. How to find much-needed information from the vast Internet within a limited time and how to verify the accuracy of the translation through professional corpora all need the help of information retrieval capabilities. Contemporary interpreters should master the characteristics of mainstream search engines and corpora, the choice of inducing words, the use of retrieval grammar, etc. in order to improve the retrieval speed and the quality of retrieval results.

4.3 Improving Students' Translation Appreciation Ability

During the group discussion in the translation workshop, students can analyze the characteristics of English and Chinese and the similarities and differences in the translation, and appreciate the advantages and disadvantages of the translation. Typical errors in machine translation can be summarized to promote the improvement of editing ability after translation.

5. Conclusion

The teaching mode of "translation workshop" helps to promote the cultivation of students' Post-editing competence, thus promoting the improvement of students' translation ability. In actual translation teaching, not only should the teaching mode of translation workshops be continuously improved, but also the post-editing competence should be furthered studied. To some extent, the improvement of Post-editing competence means the improvement of translation ability.

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