

# Reform of Translation Course in Local Undergraduate Colleges Based on Computer Aided Translation Training System Platform Technology

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**Abstract:** With the development of computer-aided translation technology, new changes have taken place in the translation industry. For today's translators, the use of computer-aided translation for text translation is a necessary skill, and it is also a necessary demand of today's translation companies. It is also necessary to bring computer-aided translation into colleges and universities, making students skillfully use computer-aided translation technology, in order to train high-quality translators. This paper analyses the problems existing in the translation course in local universities and the importance of introducing computer-aided translation into the translation course, and then it puts forward some suggestions on the reform of translation course in local universities by using computer-aided translation technology.

## 1. Research background

### 1.1 Literature review

With the development of China's economy and cultural progress, international exchanges have become increasingly frequent. Translation plays an irreplaceable role in foreign exchange. With the growing domestic translation market and unstoppable translation among different languages, computer-aided translation tools such as Trados, Chuan Shen, Yaxin and so on. They have been gradually adopted to improve translation efficiency and control the quality of translation. However, there are still huge gaps in the translation market(Cheng and Liu,2012). The development of computer information technology has brought tremendous changes to people's lives, but also promoted the innovation of translation methods and translation tools. The application of computer-aided translation technology has gradually been popularized. At present, the teaching of computer-aided translation is becoming more and more mature at home and abroad. Only by accurately positioning, speeding up the teaching of computer-aided translation, optimizing its training mode, and timely analyzing and solving the problems faced by the teaching of computer-aided translation, can private colleges and universities effectively achieve their goal of training English professionals and develop their own characteristics. Cultivate market-oriented talents and improve the level of running schools(Wang and Zhang,2012). At present, the study of translation technology teaching abroad has become more and more mature, but there are still some misunderstandings about translation technology teaching, especially computer-aided translation teaching in some areas of China. It is believed that computer-aided translation only uses computers to translate, and only a few computer-aided software are used, which are equated with machine translation. Re-understanding of computer-aided translation teaching from three aspects of teaching nature, teaching method and teaching content is the premise of strengthening computer-aided translation teaching(Chen,2013). With the development of science and technology, the evolution from "machine translation" to "computer-aided translation" represents a fundamental change in the connotation and research of translation(Luo and Chen,2003). At the same time, the traditional translation methods have been unable to meet the huge number of translation needs. In view of this, computer-aided translation will play its unique advantages and become an assistant and supplement to manual translation(Wang,2017).

## **1.2 Research purpose**

Although computer-aided translation has been widely used in translation courses in foreign universities, the curriculum system is also relatively perfect. However, few universities in China have introduced computer-aided translation into translation courses. At present, there are many problems in the teaching of translation course in China, such as the teachers' emphasis on explaining theoretical knowledge while neglecting the importance of practice, which leads to the fact that the graduates of foreign language majors can not meet the needs of the society. If computer-aided translation is introduced into the translation curriculum of undergraduate colleges and universities, students will pay more attention to the cultivation of translation ability while learning linguistic competence. At the same time, the application of computer-aided translation training system platform technology in translation course will greatly improve the efficiency of the course. When students are familiar with the knowledge of computer-aided translation, they can systematically understand the translation process and achieve double results in practical activities. In addition, the computer-aided translation training system is more convenient for teachers' teaching management, and also makes students more involved and interested in learning.

## **2. Problems in the current translation course in local undergraduate colleges and universities**

Since 2006, the Ministry of Education has approved many universities to set up undergraduate majors in translation. However, many problems have arisen in translation courses. For example, the curriculum is overlapping, the curriculum arrangement is random, there is no systematic, no specific requirements, the curriculum distribution is unbalanced, the system is not perfect, the practice curriculum is not enough, thus ignoring the translation training under the traditional culture. In addition, too much emphasis is placed on theory and the importance of literary translation in translation teaching, which leads to the disconnection between real translation and classroom teaching. We can draw a conclusion from the above problems: Firstly, it is impossible to cultivate practical translators in a standardized and systematic way, and the translators trained by schools can not meet the needs of society to a large extent. Class time is not enough for students to study systematically, which hinders their development. Secondly, the content of translation teaching often pays attention to repeated practice without freshness and dullness, which makes students lose interest in learning and enthusiasm. Thirdly, the teaching curriculum pays attention to theoretical knowledge and neglects practicality, which makes students unable to adapt to the process of translation. Fourthly, the textbooks lack innovation, follow the previous theoretical concepts, and lack innovative ideas. Fifthly, in the teaching process, the lack of multimedia teaching methods, many colleges are still using the traditional blackboard chalk, so that students can not concentrate more in the classroom, lose interest in learning. Sixthly, many translation teaching is confined to the stage where teachers leave homework and students do homework. It does not make students more sensitive to translation. Thus, after graduation, many students do not even understand the process of real translation. Seventhly, in the teaching of translation, many teachers only pay attention to the explanation of theoretical knowledge, but not to the absorption and use of students. As a result, students do not know how to apply translation theory to translation practice. Eighthly, when choosing textbooks, most colleges and universities only choose one textbook to explain, not paying attention to the diversity of translation knowledge, resulting in students' lack of comprehensive and in-depth study of translation. In addition, many foreign language majors and even teachers believe that translation only needs to learn the language well. Therefore, many colleges and universities still pay attention to language teaching while carrying out translation courses, rather than to the interpretation of translation knowledge.

## **3. Application advantages of computer aided translation training system platform technology**

With the continuous development of globalization, the growth of translation market demand and the further development of computer technology, traditional translation teaching methods have been

unable to meet the requirements of the new situation. Therefore, it is a general trend to introduce computer-aided translation teaching into translation teaching, which is also the requirement of information-based teaching mode(Zhao,2016). Computer-aided translation (CAT) is usually understood as machine translation, because both translation modes use computers to translate. However, machine translation refers to the complete use of computers for the entire translation process, the whole process without the participation of translators. At present, the translation of major websites is machine translation, which depends on its powerful database. Computer-aided translation also relies on databases, but according to the names of the two translation modes, it is not difficult to see that computer-aided translation plays a role of assistant translators. Translators can use the databases of computer-aided translation system to translate, which will make the work of translators more efficient. To make the translation more quality, accurate and accurate, and better control the translation process.

There are dozens of well-known computer-aided translation software abroad, such as Trados and Wordfast. Although the emergence of computer-aided translation in China is relatively late, it develops very rapidly. A series of computer-aided translation software, such as Snowman and Yaxin, have emerged. At the same time, many enterprises have developed their own computer-aided translation systems to carry out translation work. It can be seen that the technology of computer-aided translation is also increasing in China. However, the use of computer-aided translation system in China is somewhat out of touch with computer-aided translation technology. Therefore, it is necessary to introduce the technology of computer-aided translation into the translation curriculum of colleges and universities.

According to the above conclusion, there are many problems in translation courses in many colleges and universities. Teachers' efforts are not proportional to students' absorption of knowledge, and it is difficult to cultivate translation talents needed by the society. Therefore, it is urgent for colleges and universities to introduce computer-aided translation technology into their translation courses. Its advantages lie in the following points.

Firstly, the use of computer-aided translation training system platform technology can make students more efficient in translation, translation quality. Through the use of the system's memory base, students can avoid repetitive translation, and the translation of political and economic words can be more accurate and consistent in professional translation.

Secondly, the platform of computer-aided translation training system can enable students to truly participate in translation projects, and provide more opportunities for students to practice translation, so as to cultivate translation talents to meet the needs of society. In addition, the use of computer-aided translation platform for translation can enable students to apply more theoretical knowledge learned in the classroom to practical activities, and enhance their translation ability.

Thirdly, mastering computer-aided translation technology is the hard requirement of major enterprises nowadays. With the process of global economy and the rapid development of the Internet, translators are required to complete translation and submit manuscripts through the Internet. This requires translators to master the skills of fast and accurate translation, so only skilled use of computer-aided translation can meet the market demand and become a qualified translator. In addition, many companies require candidates to master the use of computer-aided software such as Trados when recruiting translators. Translation teaching is the main way to train translators. The core task of translation teaching is to cultivate and improve students' translation ability. With the development of computer and network technology, the traditional translation teaching model has been unable to meet the requirements of the new situation for the training of translators. Therefore, the introduction of computer-aided translation teaching model into translation teaching is the general trend and also the requirement of information-based teaching(Yang,2012).

#### **4. Countermeasure of translation course reform in local undergraduate colleges based on computer aided translation training system platform technology**

##### **4.1 Innovation in translation classroom teaching to improve teaching quality and learning efficiency**

Unlike the traditional translation courses, the computer-aided translation training platform can be used to teach on the computer and allow students and teachers to submit or correct the translation. At the same time, through the use of computer-aided translation training platform, teachers can monitor students' translation progress in real time and examine students' translation in time. They can check their homework without waiting for the students to complete the translation, thus saving teachers' time. Thus the teaching mode is innovated and the teaching quality and efficiency are improved.

##### **4.2 Implementing translation project training to promote students' proficiency in computer-aided translation software**

On the computer-aided translation training platform, students can find translation projects for personal training. At the same time, students can use various assistant tools in the platform to assist their own translation, so as to familiarize themselves with the translation process, achieve accurate translation, be familiar with various types of translation, and improve their translation ability.

##### **4.3 Innovating the use of textbooks in translation teaching**

As mentioned above, literary texts are used in translation teaching in many colleges and universities. Because of the difficulty of literary translation, many colleges and teachers believe that students can translate any type of text as long as they learn the difficult literary translation. However, literary translation seldom occurs in the translation texts required by the current society. Therefore, it is urgent for colleges and universities to change the textbooks used in translation teaching and to increase the types of texts used in translation exercises so that students can master various types of translation. Therefore, teachers and students can use a large number of translated texts in the computer-aided translation training platform for translation teaching and translation practice. At the same time, the text in the computer-aided translation training platform is constantly updated, which ensures that translation teaching can be in line with the times.

##### **4.4 Using computer-aided translation software to actually participate in translation projects and improve students' learning efficiency**

Even after learning the relevant courses of translation, many students still have no real contact with translation projects, and they are not familiar with the translation process, nor do they carry out translation practice. Many graduates are difficult to meet the needs of the society for translators. The use of computer-aided translation training platform ensures that students can be familiar with how the real translation process is carried out in the course of translation, and they can work with teachers and students to simulate translation projects, so as to improve teaching efficiency and the quality of translation courses.

##### **4.5 Innovation of teaching assessment method**

Different from the traditional teaching mode, the computer-aided translation training platform has enhanced students' autonomous learning ability and weakened teachers' leading role in teaching. Through collaboration with students, students translate and polish a translation repeatedly, thus forming a high-quality translation. In this process, students have strengthened their translation ability, fostered team consciousness, and fostered their interest in translation learning, so as to enhance their translation ability. In addition, colleges and universities are equipped with computer rooms, which can meet the normal operation of the computer-aided translation training platform. Multimedia teaching method is used to enhance students' interest in learning, reduce teachers' teaching pressure, and make the whole teaching process full of interest and effectiveness.

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