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The Current Situation and Improvement Strategy of Computer Software Application Ability of Translation Majors

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ABSTRACT: With the further integration of computer information technology and language translation, computer aided translation (CAT) technology has become a necessary skill in the translation industry, and skillful software application capability has become a standard requirement for modern professional translators. Based on the questionnaire survey, this paper analyzes the current situation and existing problems of translation majors' cognition, knowledge reserve and use on software technology, and puts forward strategies to improve their ability, aiming at providing reference for computer-aided translation technology teaching.

KEYWORDS:Information technology, translation ability, computer aided translation

I.INTRODUCTION

In April 2020, the Ministry of Education officially released the Undergraduate Teaching Guide for Translation Major which took "translation technology" into the core curriculum of the undergraduate translation major, and clearly stipulated that "the ability to skillfully use translation technology and translation tools" is one of the necessary abilities for BTI graduates. [1] Translation ability is no longer limited to the ability to use language, but is closely related to the ability to use translation software, which includes both the ability to use professional translation software and the ability to use a variety of tools involved in the translation process.Only by accurately grasping the current situation of the application of student software, analyzing the root causes of the problems, and then proposing targeted countermeasures, can we cultivate translators who meet the needs of the industry and the market.

II. STATUS QUO OF SOFTWARE APPLICATION ABILITY

With the emergence of many professional translation tool software, the ability to use tools has begun to enter the discussion category of translation ability. [2] Project statistics management, information retrieval, translation memory and terminology management, document conversion, editing, typesetting, etc. have become essential skills for translators.This research takes a total of 82 translation majors from 2017 and 2018 grade as the research object, and investigates the specific application of the software through a combination of questionnaires and empirical cases. The purpose is to explore:How do students perceive software technology? , How about their software technology capability? And what are the problems with this group's software technology capabilities?

2.1 Research design

This study used the "Questionnaire Network" platform to distribute questionnaires, and received 82 questionnaires, including 8 boys and 74 girls. There were 82 valid questionnaires, with an effective recovery rate of 100%.There are 20 questions in the questionnaire, covering the cognition of translation technology, use frequency, proficiency, learning platforms, learning expectations and other aspects, including 22 single choice questions (including 16 Likert five level scale questions) and 11 multiple choice questions.It objectively and deeply reveals the overall picture of software technology application of students in this major at present.

2.2 Data sorting and analysis

Through sorting out and analyzing the data of the questionnaire, the results on aspects of software knowledge cognition, use frequency, proficiency, learning platforms and learning

expectations are as follows:

2.2.1. In terms of cognition and knowledge reserve of software application, 100% of students believe that skillful use of translation software and tool software can improve translation efficiency.However, the average value on knowledge reserve of word processing tools, search tools, language and character recognition tools, and corpus alignment tools are all lower than 2.0, indicating that students have low knowledge reserve of professional tools in the industry involved in the translation process.

2.2.2. As for the use frequency of CAT and tool software, the average duration of computer-based operation translation practice is less than 2 hours per week, and the average frequency of computer-based software operation is less than 3 times per week.The information retrieval platform is Baidu search engine and the use frequency of diversified retrieval skills is low.

2.2.3. In terms of software operation proficiency, the mean-value of the five subscales of proficiency in using De javu translation software was 2.55, and the self rating of proficiency in using other tool software was 2.02.Common tools and software are concentrated in Word/WPS, Excel and PowerPoint, and 76% of students only master basic operating skills.

2.2.4. In terms of learning channels, the first three software platforms most commonly used by students are QQ (100%), WeChat (100%), and Weibo (91%). The most commonly used software knowledge learning platforms are Bilibili, Little Red Book, and Tiktok. Only 28% of students have learning experience about tool software other than office software.

2.2.5. In terms of software learning expectation, 76% of students expect to master video editing skills, 25% expect to master advanced office skills, and 7% expect to master software skills on programming.
On the whole, the students have relatively simple computer software operation skills, mainly focusing on various course-based assignments with word, excel or PowerPoint operations.In the practice of translation software operation, the self invested translation practice is insufficient.As for the exploration and use of translation related tool software, the time investment is not enough, and most of them just rely on the tools described by teachers in class to carry out translation work.Phone-based social media software is what Students spend most of their daily time on; hence, the computer-based translation practice is insufficient.

III. MAIN PROBLEMS

3.1 Unfamiliarto software and hardware

Based on the author's observation in the teaching of computer assisted translation, it is found that the problems in students' familiarity with computers are more prominent.In terms of hardware, little is known about the performance, working principle and physical characteristics of common computer hardware, and the capabality to solve common computer problem is generally unavailable.In terms of software, their recgonition and knowledge to operating system and software remains at the basic operation level. Without a clear, deep and logical understanding to software, so that they usually feel confused when encountering unexpected problems in the operation process.Although many students have passed the first-level of Computer Rank Examination and are skilled in daily browsing, shopping and other operations, they still lack knowledge and experience in software installation, uninstallation, configuration and optimization on the computer side.In the face of diversified document processing tasks, they often do not know what tools and software they can use and the efficiency of document editing before and after translation is greatly affected.

3.2 Inefficienton Keyboard input

In the process of translation practice on the computer side, students exposed obvious unskilled problems in keyboard input operation.Of the 82 students in the questionnaire, only 6 can complete blind typing input.In the keyboard input speed test, the phenomenon of just using one finger to type is widespread.The average duration of 537 Chinese characters input is 11.83 minutes.The average time for entering 114 characters of English words is 7 minutes.84% of the students think that the input of English text is more difficult than that of Chinese. The main reason is that the Chinese input method has fuzzy spelling and intelligent word prompt functions. It does not need to input all the pinyin letters, but English needs to input every letter. For those who are unfamiliar with keyboard operation, the input efficiency is greatly reduced, which seriously affects the progress of translation.

3.3 Simple software usage

As the types of assignments in the curriculum system of translation major are relatively simple, and daily assignments are basically completed based on word, excel and PowerPoint software, the use of

computer software is basically limited to daily learning and entertainment.Little is known about the tools and software used to realize various information retrieval, text extraction, conversion and editing purposes. Only a few students actively learn some skills such as video editing and image processing out of entertainment or hobbies. However, in face of the large and diverse text processing needs in translation work, their software knowledge reserves is obviously insufficient.

3.4 Insufficient computer operation practice

With the increasing abundance of smart phone apps, students' daily Internet activities such as shopping, chatting, meetings, online learning, homework submission, and information search can be completed on the mobile phone. With its excellent portability, smart phones have replaced computers as the Internet access center for students.Except for games, entertainment and learning that must be operated on the computer, "laying PC aside" has become the common situation of most students' computer use, which directly affects students' proficiency in computer comprehensive operation.

IV.SUGGESTIONSAND COUNTERMEASURES

4.1 Adjusting the curriculum

Although those who pass the first level of Computer Rank Examination have a certain foundation of computer operation, it is far from meeting the requirements of CAT courses for students' practical computer operation ability.Students' comprehensive skills in software operation need to be further improved.Therefore, it can be adjusted from the overall curriculum. Students can be required to take a certain hour of public courses of computer operation practice before the CAT course, so as to promote the efficiency of CAT practice.

4.2 Increasing translation practice

The proficiency of computer software application is also closely related to the application requirements.Only by increasing the amount of translation practice tasks and providing students more translation projects, can the tools and software involved in all period of the translation process be used and theoretical knowledge be put into practice. Eventually, students' hands-on ability can be cultivated.

4.3 Establishing a shared case base

The situation of poor application ability on computer software varies from people to people, it is difficult to carry out training in a one size fits all way.However, from the perspective of translation process, the software application involved is relatively specific, and the application difficulties of CAT software and related tools are not particularly numerous.Therefore, in the process of translation practice, CAT teachers should promptly establish a problem case library,sorting out and classifing the problems that students meet and share them in the case library.The establishment of shared cases allows students to find and solve problems on their own, improving their skills and inspiration, and explore a more convenient and efficient way to solve problems.

V. CONCLUSION

The deep integration of Internet, big data, deep learning, artificial intelligence and other information technologies with the language service industry has not only provided opportunities for the translation industry, but also posed severe challenges to translation majors. The technical requirementsput forward by language service industry have been increasingly high for translation talents, only by following the development of information technology, updating software knowledge in a timely manner, continuously improving the practical operation ability of various software involved in the translation process, and improving the translation efficiency, can translation students meet the diversified work challenges of the language service industry.

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