Research on the Training Path of Translation Professionals Based on CATTI

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Abstract: *This article mainly takes English-related majors in local undergraduate colleges as the research object, combined with the current translation market and teaching status. It aimed to study how students, teachers and colleges can adapt to the requirements of CATTI through combining theory and practice, so as to more effectively train professional talents of translation in local colleges and universities.*
Key Word*: CATTI; Translation; English-related major; Professional talent training.*

I. Introduction

China Accreditation Test for Translators and Interpreters, or CATTI for short, is the most authoritative and valuable test in the field of translation in China. Under the situation of globalization, the demand for translation professionals has increased with the growing need of China for foreign exchanges and international trade. From the second half of 2019, both CATTI oral and written exams have changed from paper-based to computer-based. As a result of the above background, CATTI has put forward higher requirements for teachers' translation teaching mode, teaching skills and assessment methods, as well as students' test preparation strategies. Therefore, students, teachers, and colleges are deeply connected with CATTI through the combination of theory and practice, which is of great significance for cultivating professional English-Chinese translation talents in local colleges and universities.

This article is based on the questionnaire survey of China Accreditation Test for Translators and Interpreters (CATTI) among the juniors and seniors of the School of Foreign Languages and Cultures in Panzhihua University in 2022, with a total of 125 participants. According to the results, the training path of translation professionals will be discussed from three levels: students, teachers and colleges.

II. From the Perspective of Students

To increase vocabulary. The questionnaire survey of the China Accreditation Test for Translators and Interpreters (CATTI) showed that 88.89% of the students believed that insufficient vocabulary and the inability to master and use the learned vocabulary well were the main problems they faced in English translation and expression. One of the objectives of CATTI (China Foreign Language Administration National Translation Professional Qualification (Level) Examination Office, 2004) is to examine the candidates' mastery of English vocabulary, requiring candidates to master more than 5,000 words. Obviously, words are to translation what foundations are to building a house. In addition to being able to use basic vocabulary, the active vocabulary that most students can have a good command of proficiently is not enough to cope with the demands of translation, and a large amount of vocabulary accumulation is limited to recognition in listening or in reading. This also requires students to pay more attention to the improvement of "quality" when the "quantity" of vocabulary increases.

To improve the proficiency of English-Chinese bilingual. Students should pay attention to the improvement of their Chinese-English bilingual language proficiency, especially English proficiency. While learning theoretical knowledge, students can read a wide range of English journals in various genres and fields to expand their knowledge, keep practicing to improve their translation ability and speed and develop the ability to apply language in the actual language environment (Lu Min, 2013). In terms of familiarity with Chinese, according to the questionnaire survey of the China Accreditation Test for Translators and Interpreters (CATTI), 90% of students believe that a solid foundation in Chinese and familiarity with the characteristics of Chinese were the basic abilities that qualified translators need to possess. However, given the current training programs of English-related majors in most local colleges and universities, it is necessary to add the request of improving cultural knowledge and language proficiency in Chinese for students. For example, when translating "他是个有名的大坏蛋" into English, the context and reasonable wording need to be considered. The word "有名的"

here should be understood as "notorious" instead of "famous". Therefore, while learning the knowledge of a foreign language, students also need to expand their knowledge of the Chinese language, enrich their encyclopedic knowledge and build up their basic knowledge of the mother tongue, so as to improve their bilingual comprehension and expression ability.

To understand the cultural differences between China and foreign countries. Language is an important carrier of culture, and cultural differences affect communication between countries, such as differences in cultural backgrounds, historical traditions, social customs, etc., which inevitably makes the expressions of the two languages different. Therefore, students should fully understand the differences between English and Chinese, and be able to judge and reasonably handle the heterogeneous cultural differences between China and the West from an objective perspective when translating. This also requires students not only to fully understand the cultural background knowledge of English-speaking countries, master English grammar and expression habits, but also to have sufficiently accurate grasp of their native Chinese (Zhang Hanlin, 2018), and follow the three principles of "faithfulness, expressiveness, and elegance". Students should be faithful to the original message on the micro-level, while regardful of the usage of the target language and the target reader's reception on a macro level, avoiding subjective assumptions and flexibly using translation skills and strategies to carry out the bilingual translation.

To increase practical experience. Students should seize the opportunity to actively participate in various translation competitions, such as CATTI Cup National Translation Competition, Midwest Translation Competition, and other translation competitions organized by other organizaitons or their colleges, etc. They can also communicate with other English learners before the competitions. As the saying goes, "two minds are always better than one" (when three men meet together, one of them who is anxious to learn can always learn something of the other two). By participating in the competition, students can test their own level, broaden their horizons and knowledge, and enhance their self-confidence. At the same time, they can also accumulate experience for successfully obtaining qualification certificates and accumulate capital for becoming a professional translator in the future.

III. From the Perspective of Teachers

To reform the teaching mode. As far as teaching methods are concerned, most of the schools are still following the traditional method：teachers impart knowledge and students passively accept it, which is not effectively facilitate CATTI assessment. Because teachers need to incorporate CATTI education methods into the classroom. The basic idea of translation teaching must gradually change to a "student-centered" pattern. It should mobilize students' independent thinking ability which based on "Constructive Learning Theory", in order to improve students' translation speed, advocate heuristic teaching and personalized learning, and encourage students' independent learning. Referring to the teaching mode of "collaborative learning", teachers play the leading role in educational contexts, while in the process of students' independent thinking, teachers should also guide students to use English mindset to explore translation methods, so as to reduce the negative influence of students' native language on the translation.

To combine self-directed learning with group learning. Before the class, MOOC online learning can be integrated with the on-campus flipped classroom. Students accumulate a certain amount of knowledge by watching relevant videos in advance and participate in class with questions they prepared before class. In the classroom, with reference to the application of PAD and flipped classroom, students play the role of the protagonists when the classroom is divided into three stages: self-reflection--group discussion--summarize. The teaching mode should change from a single teacher's teaching and evaluation to students talking about how to solve problems by identifying and asking questions themselves (Zhang Xuexin, 2016). Classes are made more efficient and interesting through asking and answering between students and teachers. At the end of the class, the knowledge being taught is internalized within the students. The effective combination of online and offline education may greatly improve the learning efficiency (Hu Zhuanglin & Xu Jun, 2010). Moreover, translation teaching cannot ignore the problems encountered by students in the translation process. Focusing on the cultivation of bilingual ability, teachers need to guide students to make bilingual conversion consciously. Through teacher-student discussion or student-student discussion about applying translation theories and skills to practice, students' translation ability can be improved effectively. The student-centered classroom overcomes the drawbacks of the traditional teaching model. The cooperation between teachers and students is one of the best ways to optimize each other's abilities.

Teachers should change from a single direct translation after presenting the translated material to a reading-translation-discussion-re-translation model, which increases students' sensitivity to the material and also helps teachers grasp of students' mastery. In short, the changes of teaching mode should be made in the course of continuous practice, always in line with the requirements of CATTI and echoing the times.

To change the teaching method. Translation focuses on practicality, so teachers should provide more opportunities for practice in the classroom. It is better to teach students to integrate practical exercises into

learning activities rather than to simply teach them skills. Wei Zhicheng & Li Changjiang (2008) designed the teaching of comparative translation into five steps, namely, on-site translation, group discussion, presentation report, translation revision, and teacher's review. The scope of CATTI covers politics, economy, culture, tourism and finance and is constantly being updated, so teachers need to guide students to learn to analyze the purpose of the test point, which aspect of the country they belong to and whether it is related to the development of China, etc. in the context of economic globalization, equality and contradiction in trade relations between countries, stability and conflict in cultural exchange, etc. These problems cannot be solved by practicing translating professional texts. It is necessary to have a deeper understanding of today's world pattern, to compare the differences between the development of China and the West. Teachers can demonstrate scenarios such as: major conferences, trade negotiations, press conferences and cultural exchange meetings through situational simulations in the classroom to develop bilingual language skills in cultural conversion, strategic skills, interpretation skills, improving psychological quality and improvisation during the actual rehearsal process.

To change the assessment method. At present, many colleges have combined CATTI with professional courses of English-related majors to introduce CATTI into the curriculum to the greatest extent and eliminate alienation and resistance to CATTI. The score of CATTI accounts for a certain proportion of course assessment, which has transformed from unitary written test to a more comprehensive course evaluation, including group reporting, computer-aided translation, etc. In addition, the graduate thesis of English-related majors can also be linked with CATTI in content. For example, translating and interpreting practice projects could be included. Students can also get in touch with CATTI in great extent in daily learning by encouraging them to read substantial foreign journals such as The New York Times and National Geographic and Chinese literature, assisted with reciting core content.

In the context of the coronavirus epidemic, colleges should continue carefully monitoring students' learning situation and trying to attract their attention to CATTI as the certificate can be an access to job opportunities sometimes. While a large-scale gathering is hard to achieve, online lectures could be held, where students passed CATTI can be invited to share their experience, which would boost students' confidence. CATTI mock tests can also be organized in stages to adjust the teaching design according to the results, ensuring the coherence of teaching and training plan and avoiding overemphasizing the passing rate. Only getting out of the trap of exam-oriented education can quality education and personal development be matched.

To improve the professional ability of teachers. According to the setting purpose of CATTI, the quality and ability of translators need to be improved, and the building of the talent teams also need to be strengthened. CATTI has a backwash effect on the teaching, so even professional teachers need to improve their professional abilities. When analyzing the results of the questionnaire survey, it was found that some teachers who taught translation courses were conservative about the current teaching methods and concepts. They had a positive attitude towards the introduction of CATTI, but the effect was not ideal in practice. The reason may be that the teachers did not learn enough about CATTI and have sufficient testing experience. Though CATTI would have an impact on teachers' teaching and psychology, the impact is limited. The washback effect works when the positive and negative sides are learned and the teaching mode is reflected, and further exploration of students' capacity to absorb is made through their answering conditions in CATTI.

CATTI is also improved in form with the development of society. Computer-based test has been launched since 2019. It requires that mastering a variety of translation technologies, including being assisted with software like Trados, Déjà Vu, and MemoQ, is also necessary for the improvement of vocational comprehensive skills. When CATTI is introduced into class, teachers who take and pass CATTI will be more persuasive and experienced, and can also inspire students' confidence in CATTI to a certain extent. Teachers should constantly enrich their comprehensive quality from skills and practice of interpreting and translation to adapt to the developing requirements of teaching. According to evaluation made with the CIPP model on CATTI participatory translation teaching, the teaching process needs to continuously monitor the students' learning results to grasp the teaching effect at the first time and update the content and methods in teaching. The system can make up for the blind spots between teachers and students and promote the personal development of both sides.

IV. From the Perspective of Colleges

To reform teaching materials. CATTI practical teaching materials can be used as practice materials. The results of the questionnaire survey (of the China Accreditation Test for Translators and Interpreters) showed that nearly 67% of the students believed that the courses currently offered had a certain degree of relevance to CATTI, and nearly 4% of the students indicated that the relevant courses had not yet been offered. Therefore, schools should integrate CATTI into the talent training program and keep in close contact with market demands at all times. CATTI includes two aspects: comprehensive ability and practice. The course content should be set up closely with current events, including but not limited to various foreign journals, domestic and foreign

policies, protection of the global ecological environment, and government work reports. Colleges can provide multiple platforms for students to study, such as bilingual newspapers China Daily.

To update teaching equipment and increase financial support. With the help of information technology, the teaching content could be opened up. Since the second half of 2019, both CATTI oral and written exams have been changed from paper-based to computer-based. Computer-assisted translation has become the trend of the times. During school hours, teachers not only teach question-answering skills but also teach students how to use machine translation as their assistant. Therefore, more capital should be invested in the purchase of teaching equipment. In addition, teachers with rich research experience in CATTI should be hired to make up for the shortage of teachers, give full play to the school's advantages in resource, and optimize the team of translation teachers.

To strengthen School-enterprise cooperation. School-enterprise cooperation is the cooperation established by schools and enterprises to achieve a win-win result of "complementary advantages, resource sharing, and common development". This cooperation model is not only conducive to the school's training of translation application talents needed by the society but also provides students with internship and employment opportunities. As the most authoritative test in the field of translation in China, CATTI plays a bridge role in translation teaching and the translation market and can play its valuable function to communicate school-enterprise cooperation. Therefore, schools can highlight the position of CATTI, and use enterprises as an on-campus translation platform for students' practice and training. In this way, they can provide students with translation opportunities inside and outside the school, continuously enhance students' practical ability, and improve the quality of talent training (Wang Wei, 2020).

To organize related activities. Colleges are encouraged to provide students with opportunities to demonstrate their translation skills, encourage students to actively participate in translation competitions, hold mock translation and interpretation competitions in schools, and invite outstanding teachers or candidates to share their experiences online and offline.

Through these rich and diverse activities, schools can further stimulate students' enthusiasm and motivation for translation, realize the improvement of students from theory-experience-practice, cultivate students' translation skills and language application ability, and promote professional translation education.

V. Conclusion

To sum up, aligning CATTI with the talent training of English-related majors will not only improve the translation ability and professional quality of students, but also be an important means to meet the needs of national development in the era of globalization. Therefore, implanting CATTI into the translation talent training system at the undergraduate level is of great significance for cultivating professional translation talents in local colleges and universities. However, teaching reform is a long-term process that needs to be gradually improved. To enhance the translation ability and professional quality of students, it is necessary to make efforts and take actions in many aspects, such as self-improvement of students, reform of teachers' teaching, and full support of schools, to create high-quality conditions for the cultivation of applied translation talents in colleges and universities.

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