

CAT TOOLS IN TEACHING SPECIALIZED TRANSLATION FOR CIVIL PROTECTION

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The increasing use of digital technologies has reshaped contemporary translation practice, expanding the range of competencies expected from professional translators. Alongside linguistic and intercultural competence, professional translators are increasingly expected to use Computer-Assisted Translation (CAT) tools effectively. These technologies support terminology management, improve consistency across translations, and facilitate the translation of specialized texts while preserving accuracy and quality.

The application of CAT tools is particularly important in the field of civil protection, where translators work with specialized documentation issued by international organizations, including operational guidelines, emergency response protocols, technical manuals, and safety recommendations. The translation of such materials requires not only a high level of terminological accuracy but also consistency in the use of specialized vocabulary across documents. In this context, proficiency in CAT tools supports consistent terminology use and contributes to the production of accurate and reliable translations.

Against this background, the integration of digital translation technologies into translator education has become increasingly important. When incorporated into the learning process, CAT tools provide students with opportunities to develop the knowledge and practical skills required for professional translation, such as terminology management, translation memory use, quality assurance, and post-editing. They also prepare future translators to work with the digital tools and workflows commonly used in professional translation environments.

Unlike machine translation systems, CAT tools do not replace the translator but support the translation process. Their educational value extends beyond the acquisition of technical skills by fostering informed translation decision-making, strengthening terminological competence, and enhancing students' ability to analyse and translate specialized texts.

This perspective is supported by previous research on the integration of CAT tools into translator training for the security and defense sector [1],

which highlighted their contribution to developing future translators' professional competencies.

The practical integration of CAT tools into specialized translation courses requires the use of authentic professional materials that reflect the terminology and communicative conventions of civil protection discourse. In this context, official documents and reference materials issued by international organizations can serve as a valuable basis for translation tasks. Relevant examples include the *IAEA Nuclear Safety and Security Glossary* (2022) [2], the *WHO Laboratory Biosafety Manual* (2020) [3], and NATO documents on CBRN defence, including *ATP-3.8.1, Volume I* [4]. These sources expose students to standardized terminology, abbreviations, multi-word terms, and context-dependent professional vocabulary used in nuclear and radiation safety, biosafety, emergency preparedness, and CBRN response.

One way to implement this approach in specialized translation training is through the use of the online CAT platform MateCat [5]. Students can upload an authentic specialized text, for instance, an extract from the *WHO Laboratory Biosafety Manual* or a NATO document on CBRN defence, and translate it within the MateCat environment. During the translation process, they can create and use a project glossary containing specialized terms and abbreviations, such as *risk assessment*, *personal protective equipment (PPE)*, *biological agent*, *decontamination*, or *CBRN warning and reporting*. They can also work with translation memory matches, compare previously translated segments, and use quality assurance functions to identify terminological inconsistencies and other potential errors. Such a task demonstrates how CAT tools can support terminological consistency while allowing students to apply their knowledge of civil protection terminology in a professional translation environment.

The use of authentic professional materials in a CAT environment also helps bridge the gap between classroom instruction and real-world translation practice. By working with documents that reflect actual communication needs in civil protection, students become familiar with the conventions and requirements of specialized professional discourse rather than dealing with isolated or artificially constructed translation examples.

Corpus-based resources can enhance CAT-assisted translation activities by allowing students to examine specialized terminology in authentic contexts. Using Sketch Engine [6], students can analyse concordance lines, identify frequent collocations and multi-word terms, and compare patterns of terminology use across specialized texts. Corpus analysis can help students select appropriate translation equivalents and create more reliable termbases for further work in CAT environments.

Thus, the integration of CAT tools into teaching specialized translation for civil protection offers a practical approach to combining translation training

with the technological demands of contemporary professional practice. By incorporating authentic materials and digital resources into the learning process, specialized translation training can respond more effectively to changing professional requirements and prepare future translators for work in complex and rapidly evolving security-related contexts.

References

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