

A Case-Based Teaching Module for Red Tourism Culture Translation under the CATTI Competence Framework

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Abstract: CATTI has set up a competence framework which serves as an important reference to translator education. Based on the competence framework of CATTI and red tourism cultural resources of Heilongjiang Province, the paper adopts a case-based teaching method to design a teaching module of red tourism culture translation characterized by the “competence-oriented, case-driven, and practice-enhanced” framework. In line with the OBE principle, this module sets up learning objectives according to the CATTI translator competence requirements, and implements teaching via case-based teaching method and e-portfolio evaluation. These translation cases can provide authentic context in translation training, which is favorable for the combination of CATTI competence requirements and translation teaching. It will be beneficial to improve students’ professional competence and provide implications for curriculum reform.

Keywords: CATTI; Red Tourism Culture Translation; Case-based Teaching; Translator Competence.

1. Introduction

In light of the trend towards professionalism, specialization, and technological advances in the language service industry, the demand is growing that translator education programs should transform themselves into competence-based ones rather than knowledge-based. CATTI has proposed a competence model for translators, which has been initiated as an effort to promote the development of China’s translation professionals as well as conduct an objective and impartial evaluation of the translators’ professional competence[1]. In order to supply more qualified translators for the language service industry, CATTI has gradually been integrated into translator education and has achieved the purpose of combining academic education with professional competence assessment. In this context, the integration of CATTI competence criteria into translator education will help formulate more accurate teaching objectives as well as further improvement of curriculum and pedagogy.

In the teaching process, the selected translation cases have an immediate influence on the development of students’ translation competence. As indicated by the Outline of the National Red Tourism Development Plan (2011-2015), red tourism is a cultural and political task that requires carrying forward the revolutionary spirit as well as stressing the role of red tourism in the overall tourism industry [2]. The translation of red tourism culture has a far-reaching significance regarding cultural communication, translation teaching and ideological and political education. On one hand, it enriches the source materials for students to conduct the translation practice, and on the other hand, it helps cultivate the international communication competence of students. Considering the above aspects, the present paper tries to conduct an exploration of the construction and implementation of a CATTI competence-oriented case-based teaching model for the translation of red tourism culture. The abundant red tourism cultural resources in Heilongjiang Province are explored to construct the teaching content, learning activities and assessment, and thus promote the combination of CATTI competence requirements and

translation teaching.

2. CATTI Competence Framework and Its Role in Translator Education

As globalization proceeds further, the enterprises and customers put greater importance on the professionalization and standardization of the language service of translators. CATTI has become one of the main criteria to evaluate the professional competence and the quality of service of translators.[3] In contrast to traditional translator competence evaluation, CATTI stresses the objective evaluation of the translation competence, and it helps the evaluation of translator competence move from certification based assessment to competence based assessment. At the same time, CATTI has been incorporated into the educational framework of Master of Translation and Interpreting (MTI). According to the current policies, the students of MTI can get a waiver from the Translating Comprehensive Aptitude Test when taking the CATTI Level 2 test. It shows that CATTI is not only a certification test but also has evolved into an integral part of China’s system of translator education and evaluation, serving as an essential guide for translator education.

(1) Translator Competences by CATTI

The CATTI measures the competences of translators through the criteria of translation competence and setting two subjects: “Translating Comprehensive Aptitude” and “Translating Practice”. This test aims to measure language competences, translation competences and professionalism of translators from various angles. Because this research mainly concerns the translation of written promotional materials related to red tourism culture, hence, it refers mainly to the requirements and contents of the China Accreditation Test for Translators as the basis. CATTI evaluates translator competences in the following aspects:

First, bilingual language competence. The language proficiency is treated as one of the important indicators in both Level 2 and Level 3 tests. It means that candidates should have good language competence which includes good knowledge of vocabulary, grammar and discourse

comprehension along with good communicative abilities. The bilingual language competence is the basis for translation work and a necessary prerequisite for professional competence development. Secondly, the competence of information acquisition and processing. Candidates must be able to effectively read and comprehend texts of different genres and acquire and process information correctly. Translators should be capable of understanding the main idea and structure of a text and its hidden meaning. Thus, it is obvious that information analysis and processing competences are necessary for professional translators. Thirdly, competence in translation practice. Translation practice competence concerns the testing of candidates' translation ability between Chinese and English. Candidates should be able to understand the source text and transfer the information into the target language appropriately through using proper translation techniques and strategies so that the target text is accurate and fluent. Fourthly, competence in intercultural and subject-matter knowledge. Candidates need to have the social and cultural background knowledge of China and English-speaking countries, as well as the specific knowledge about certain subjects. Knowledge of interculturality and subject matter is necessary for good translation and communication. Fifthly, professional ethics. Professional ethics, professional responsibility, and commitment to national development are emphasized in CATTI's competence requirements.

The requirements for the translator competencies set out in CATTI, in general, include several aspects such as language competence, translation competence, information processing competence, intercultural and subject matter competence, as well as professional ethics.

(2) The Role of CATTI in Translator Education

CATTI is not only a tool used in evaluating the professional competence of translators but also acts as a significant guide in translator education. The competences that CATTI evaluates are not limited to language transfer abilities but include several essential abilities of a qualified translator. Therefore, CATTI functions as a guideline for translator education in institutions of higher learning. First, it helps achieve the transition from a knowledge-based approach to an ability-based one. Unlike conventional translation education, which mainly concentrates on the knowledge of languages and translation theory, CATTI pays more attention to the candidates' language abilities and problem-solving skills in actual translation tasks. It helps to promote the idea that more attention be paid to students' language application skills, information processing skills, and translation practice skills in higher education institutions. Secondly, it calls for the establishment of a competence-based training system for translators. The examination is based on many subjects in various areas such as tourism, culture, politics, economics and science & technology. In order to pass the test, candidates must have information acquisition and processing skills, intercultural communication skills and subject-specific competence. It is shown that translator education has shifted from mere language education to comprehensive professional competence. Thirdly, it calls for a practice-oriented approach in translator education. For the "Translating Practice" subject, candidates' practical solving ability to translation problems is required as well as the accuracy and effectiveness of the translations. Therefore, instructors should offer students an authentic or simulated translating environment by means of case teaching, project teaching and translation workshops.

Finally, it leads instructors to pay much attention to translators' professional ethics and social responsibility. More attention should be paid to cultivate translators' professional ethics and dedication to serve national development.

By its competence-based testing model, CATTI is capable of offering clear value orientation and competence standards for translator education. In the same way, it encourages a move in translator training from the knowledge-based educational method to the competence-based education approach, and from the language-based training only to the training of overall competence.

3. Development of a Case-Based Teaching Module of Red Tourism Culture Translation

The framework of translator competence inherent in CATTI consists of many aspects, thus offering an explicit competence-based orientation for translator training. Red tourism culture translation, combining cultural communication with translation activity, is highly compatible with CATTI's core competencies and can be used as teaching materials. On the other hand, case-based teaching is featured with authentic situations, problem-solving oriented and practical use, making it an effective approach to transform knowledge learning into competence building. Thus, according to the competence requirements of CATTI, this paper constructs a teaching module of red tourism culture translation from the perspective of "competence-oriented, case-driven, and practice-enhanced", with the purpose of realizing organic combination between competence development and teaching practice.

(1) Design Philosophy

The teaching module is designed based on the educational philosophy of Outcome-Based Education (OBE). OBE emphasizes the results of learning and regards students' competence development as the central goal of the educational process[4]. The basic elements of the philosophy of OBE are "Student-Centered, Outcome-Oriented, and Continuous Improvement"[5]. The key focus of the approach is on the integration of student competencies with social requirements and backward design of learning outcomes, instructional material, teaching, and assessment.

In order to set clear goals for translator training programs in China, CATTI serves as a crucial benchmark to evaluate the professional competencies of translators. Consequently, the intended learning outcomes of this course will be set according to the requirements for translators' professional competence as formulated by CATTI. The competencies of translators are then operationalized into the learning objectives of this course through the course design.

In relation to the practice materials for translation training, the present teaching module takes full advantage of the abundant red culture resources in Heilongjiang province and utilizes some representative translation practice cases. By combining the requirements of red culture communication with the development of translation ability, this teaching module allows the learners to carry out translation practices in the realistic situation of cultural communication. In this teaching module, case study is the main approach. Case-based teaching breaks away from the traditional teacher-centered model and emphasizes a student-centered philosophy[6]. Through the processes of case study, problem discussion, translation practice, results presentation and reflection,

learners are inspired to take an active role in the process of learning to improve their comprehensive abilities by solving practical translation problems.

(2) Teaching Objectives

By taking into account the translator competencies that have been stipulated by CATTI and based on red tourism culture translation cases, this module is intended to train students' professional translator competencies in five aspects.

1) From the aspect of language competence, it is expected that the module can help students to have the capability of comprehending and expressing information in both Chinese and English languages. Students can gain some understanding of terminology and culture-loaded expressions in publicity texts through the analysis of red tourism culture translation cases. 2) In regard to information acquisition and processing competency, it is expected that the module can help students to be competent in analyzing and synthesizing information in red tourism cultural texts. Students can learn how to get ideas of themes, logic structure and communicative purposes in the texts by referring to the historical and cultural information and related publicity texts. 3) Regarding the competence in translation practice, the module is devoted to the development of students' capability to use strategies and techniques of translation to tackle problems that arise during translation practice. By working with the examples of red tourism translation, students will learn how to translate culture-loaded phrases, political discourses, and historical-cultural concepts effectively, thus enhancing the accuracy, readability, and appropriateness of translations. 4) In relation to intercultural communicative competence, the module is dedicated to developing the competence in interpreting and presenting Chinese culture to foreign audiences. With the evaluation of the impact of red tourism translation in international communications, students will improve intercultural sensitivity and audience-oriented communication. 5) As for professionalism and ethics, the objective of the module is to instill a sense of professionalism and mission among the students. This will be achieved through red tourism translation practice where the students will understand the significance of translation in international communications, adhere to ethics and teamwork and also develop a sense of cultural mission. Based on the aforementioned objectives, the ultimate objective is to nurture professional translators who are socially responsible and mission-oriented in the contemporary society.

(3) Teaching Content

Based on the CATTI translator competence framework and the OBE philosophy, the red tourism culture translation module is structured around five major teaching objectives and establishes a progressive teaching content system featuring the interconnected stages of cultural cognition, text analysis, translation practice, international communication, and professional competence development. Representative red tourism cultural resources from Heilongjiang Province are selected as case materials, fully reflecting local characteristics and international communication value while promoting the organic integration of red cultural resources with translator competence development.

In terms of teaching case selection, representative red tourism cultural resources in Heilongjiang Province with significant historical importance and international communication value are selected, including the Memorial of Northeast China Revolutionary Martyrs, the Exhibition Hall of Crime Evidence of Japanese Army Unit 731, the Memorial

Hall of the Eight Heroines Who Threw Themselves into the River, and the Dongning Fortress Site of Japanese Invaders. These cases are used to cultivate students' ability to understand and convey revolutionary historical figures, heroic deeds, and the Spirit of the Northeast Anti-Japanese United Army, and ultimately achieve the enhancement of students' intercultural communicative competence concerning their understanding of war memory, history stories, and the issues related to the World Anti-Fascist War. The materials of these cases have many culture-specific terms, proper names, and history concepts, together with the problems of audience awareness and cultural interpretation in international communication. This makes them cover the translator competences outlined in the CATTI standards.

By means of the aforementioned teaching design, the module aims to realize the step-by-step development of competence based on knowledge accumulation, cultural communication through text translation, and professional development through classroom instruction. In doing so, the module is able to establish a system of teaching module based on the CATTI competence model and the cases of red tourism culture translation.

(4) Implementation Procedure of Case-Based Teaching

The red tourism culture translation module follows a case-based teaching method. With the above selected cases from red tourism cultural resources in Heilongjiang Province, the implementation procedure of the case-based teaching involves five steps. These steps are case introduction, problem analysis, translation practice, outcome presentation, and competence enhancement through reflection. Stage 1: Case Introduction. In the first stage, the teacher introduces the background of each case through textual materials, images, promotional videos, and other resources. Students are guided to acquire relevant historical and cultural knowledge and to understand the value of these resources in international communication. For example, when learning the translation case of the Memorial of Northeast China Revolutionary Martyrs, the teacher first lets the students accumulate related historical materials and also shows the pictures taken at the site. Stage 2: Case Study and Problem Identification. The second stage includes conducting an in-depth study of the case texts by means of exploring historical sources, tourism-related texts, parallel texts, and English promotional materials in order to identify possible problems and difficulties of the translation process. The teacher encourages students to analyze the texts from different perspectives: theme, discourse, information structure, culture, and target audience expectations. For example, in order to guide the students to identify the common problems, the Conclusion of the Memorial of Northeast China Revolutionary Martyrs is shown to the students who are required to identify the translation problems and classify them into different categories, such as the grammatical errors "were died" and the improper collocation "biggest happiness". Stage 3: Practice of Translation and Group Discussion. The third stage includes the translation exercises by using appropriate translation strategies and techniques that help to solve translation problems in the cases. The practice of translation and discussion in groups are included in the process of teaching. During this process, students are invited to compare different options of translation and find the solution of problems together. As a result of these activities, students develop not only translation skills but also collaborate with others. For example, in the translation case from the

Exhibition Hall of Crime Evidence of Japanese Army Unit 731, the culture-specific item “马路大” is proposed for discussion: which translation strategy should be adopted—domestication or foreignization; which translation method should be used—transliteration+explanation, free translation or other feasible methods; which translated version is more acceptable for the target readers. Stage 4: Presentation of the Results and Case Evaluation. At the fourth stage, the results of translation are presented by groups with the analysis of the reasons why these results were obtained. With the help of CATTI competence criteria, the teacher assesses the translation from different points of view, such as language expression, information handling, use of translation strategies, intercultural communication, and professional ethics. By group collaboration and teacher guidance, students can define problems and improve their translations. Stage 5: Reflection and Competence Development. In stage 5, students reflect on their translations based on the feedback of the teacher as well as recommendations provided by their fellow students. Moreover, they need to compose reflection papers and case analysis papers in order to describe all the problems which occurred when translating the materials and the ways they were able to solve them. What is more, the results of the case analysis, records of translation modifications, as well as reflective learning materials will be included into the e-portfolios of the students and will allow them to document their competence development.

(5) Assessment

According to the philosophy of OBE with its focus on the development of learning outcomes and continuous improvement, e-portfolio assessment is used as the main evaluation method to document the development of students' competence in red tourism culture translation cases. In contrast to traditional evaluation methods that emphasize only the result of the learning, the portfolio method pays special attention to the learning process and the development of competence. This method allows getting a more complete picture of the development of competence of the translators within the framework of CATTI competence. The content of the e-portfolio is formed according to the teaching goals and CATTI competence requirements. It mostly consists of case analysis reports, translation assignments, records of different translated versions, records of parallel texts and information search, discussion records, translation reflections, and outcomes presentation.

Portfolio assessment is adopted throughout the whole process of instruction. The key of portfolio assessment is in the combination of teaching and learning[7]. While undertaking case study and translation work, students are continually gathering and organizing the evidence of their learning and reviewing the progress of their learning. By creating e-portfolios, students change their roles from being consumers of learning to producers of learning. Simultaneously, teachers can dynamically track the progress of students' learning through the e-portfolios and give feedback accordingly.

With the help of portfolio assessment, the process of developing students' competence in the course of learning the red tourism culture translation cases can be objectively recorded, thus encouraging their development of the sense of autonomous learning and reflective learning. In such a case, assessment is both the tool to measure the results of learning and the means to promote learning. Consequently, a closed loop assessment model is formed, which includes the

documentation of learning process, formative feedback, reflection, and competence development. This guarantees that assessment will become an effective tool in the development of translator competence and the realization of the correspondence between CATTI competence standards and translation teaching practice.

4. Conclusion

The competency framework embedded in the CATTI test offers clear guidance for translator education in the new era. Based on the competence framework of CATTI test and the cultural resources of red tourism in Heilongjiang Province, this paper combines case teaching method in translation teaching and builds a teaching module for red tourism cultural translation that is competence-based, case-oriented, and practice-enhanced. In accordance with the theory of OBE, five objectives are constructed in terms of language competence, translation competence, information processing competence, intercultural and subject matter competence, and professional ethics. Through various activities like case analysis, translation practice, discussion, result presentation, reflection, and evaluation with e-portfolio, the teaching model enables the integration of knowledge and skills with professional ethics and thus promotes the holistic development of translator competence. Translation training needs to pay more attention to the synchronous improvement of professional abilities to cope with the newly arisen requirements in telling Chinese stories well. The teaching module of red tourism culture translation not only gives a new direction in translation teaching reform but also gives some useful ideas for incorporating local culture resources in translator training and enhancing China's international communication capacity.

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