

An Empirical Study on Corpus Based College Translation Teaching Model

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Abstract

The comprehensive development of information technology has brought countries closer to each other, and language translation has become one of the important forms of communication. Since the 1990s, corpus has been more and more widely used based on the development of computer technology, and its role in translation teaching has been gradually highlighted. This paper will conduct an empirical study of university teaching models from the perspective of the discourse function of the corpus, and conduct big data mining from the teaching process, conditions and environment to identify influential teaching models, analyze the effective teaching methods, and improve the quality of university translation teaching.

Keywords: Corpus, University translation, Teaching mode, Empirical research

I. Introduction

The corpus is a collection of words in real life, and as the vocabulary of the corpus becomes larger and larger over time, corpus-based language research and its applications are becoming more and more widespread. The significance of the corpus in university translation teaching is also gradually emphasized, and the application of the corpus is used to carry out innovative research on translation teaching mode in effective classrooms to improve the overall teaching efficiency and achieve further improvement of translation teaching quality. However, there are still some problems in the actual application research, and university teachers are needed to understand the corpus deeply and apply it based on the current big data mining technology to promote the improvement of translation teaching.

II. Overview and Advantages of the Corpus

A corpus is a basic resource of linguistic knowledge using computer technology, in which the language materials are stored as they appear or are used in real life. However, it requires analysis and processing of the information in the corpus before it can be put to use. There are various types of corpora, such as multilingual, bilingual, monolingual, parts of speech, utterances, phrases, etc., depending on their use and research purposes. It can also be divided into parallel corpus, which is simply a collection of content in a single language, and comparative corpus, which is a collection of content in multiple languages on the same text according to the different content information categories. In addition, with the development of information technology and the accumulation of languages nowadays, multilingual corpora and comprehensive corpora have emerged, which can facilitate translation teaching for bilingual and multilingual translations. It is manifested in the following ways: (1) The extensive collection of words can provide rich materials for translation teaching. (2) The analysis and statistics function of the corpus enable students to easily find the high-frequency words appearing in real life in translation teaching, which promotes the accuracy of

translation teaching and effectively improves the effectiveness of translation teaching. (3) The word bank based on computer technology can greatly enhance the convenience of students in translation learning. Once a word appears in the reading that they do not know, students can quickly look up the words and phrases to learn the deeper knowledge, which breaks the time and space limitation in traditional translation teaching. (4) It helps to improve students' creative inference ability. Reasonable and scientific use of the corpus can effectively broaden students' knowledge, deepen their understanding of the law of creative generation of words, phrases and sentences, and cultivate their ability to make independent research and creative inferences.

III. Current Situation of University Translation Teaching

With the rising trade status of the country, the demand for translation talents is also expanding, and the demand for translation talents is not only reflected in a single language, but also various translators of minority languages are highly sought after, which leads to the diversification of the demand for translation talents. Against this background, the problems in university translation teaching have gradually emerged, prompting scholars and experts to conduct research on translation teaching and seek effective teaching models for the existing problems.

(1) Limitations of teaching materials

At present, there are very few university textbooks that involve the direction of teaching translation methods and translation skills except for professional translation majors, and students largely do some exercises after the class. These exercises also aim at consolidating the meaning of the text, requiring students to be familiar with the applications of key words, sentence patterns and grammar in the text. For the students, they cannot master the translation skills practically, and at most they just remember the words, sentence patterns and grammar. Once students are asked to translate from English to Chinese and from Chinese to English, many of them appear to be literal translators and do not have a comprehensive knowledge of the words and are not able to translate the meaning flexibly based on the actual situation. In addition, there does not seem to be much attention paid to translation in language majors, and listening and speaking are generally favored. University translation teaching does not provide intensive training in this area. Even in the tests, the translation is not set at a high level of difficulty and there are few translation directions involved, which does not encourage students to strengthen the translation direction. For example, the translation score in the English exams of CET 4/6 accounts a relatively small portion and is not very difficult, so it is easily disregarded, and as a result, the teaching effect of translation has been unable to be improved. Students just need to understand the general idea of the text when they work on the questions, but they do not analyze the words and sentences in depth. Once there are more unfamiliar words or special sentence patterns in the text, students can hardly grasp the meaning, let alone translate it.

(2) Limitations of teaching

Since language teaching focuses more on listening and speaking communicative skills, many teachers have come along the same way. Inevitably, they are also overwhelmed when faced with teaching translation to students. Many teachers speak the language well, but if they are asked to

analyze and interpret in detail, they still have to make appropriate supplementary inquiries, which makes translation not very efficient. In their spare time, teachers are not willing to spend much time on improving their translation skills. In addition, teachers do not pay special attention to the direction of translation in their teaching, and they do not make proper efforts to expand the direction of translation, so that the teaching is somewhat limited and the translation skills cannot be penetrated into it. The teachers' understanding of the words and phrases of the text also tend to be superficial, and they do not do a good job of expanding and deepening their comprehension accordingly.

(3) Poor translation skills of students

Students have poor translation skills. In the Chinese environment, students continue to follow the practice of the Chinese language for literal translation. As students acquire more English words, they improve their translation skills in English to Chinese accordingly, but their translation from Chinese to English is unsatisfactory, which seriously affects their translation ability. At the same time, students do not pay much attention to translation, as they think that the most important thing in language learning is just to know how to listen and speak. They believe that as long as they master the listening and speaking skills, they can naturally understand the meaning. It is a certain misconception about the professional degree of translation, and it is also the reason why the students' translation skills have always been poor.

IV. Research on Corpus and Translation Teaching

The emergence of corpus has injected new vitality into university translation teaching, making it richer and more diversified, and promoting the development of translation teaching. For teachers, the corpus enables them to increase teaching materials, obtain official translations and accumulate translation knowledge. For students, it is more convenient for translation learning, so that they can have channels to search for materials when reading texts and reading extracurricular knowledge, and improve their ability to understand the full text and read materials in foreign languages. According to the relevant studies, the corpus can be applied to verify the relevant problems, improve the translation and expression abilities of the students, and reduce the errors of the students in translating from Chinese to English or from Chinese to other foreign languages. In this regard, when teaching translation in universities, teachers should first stand in the position of translators to guide the use of the corresponding corpus and establish their own corpus. For example, words that they come into contact with in daily life, key and difficult sentences, interesting words and sentences, etc. should be categorized and established, so that current university students can make good use of computer technology to summarize their own ways of learning translation and make a good corpus suitable for themselves. Secondly, teachers can lead students to conduct quantitative research on translations outside the classroom and guide them to cultivate their individual language expression skills on the basis of expanding their knowledge. Teachers can integrate the use of corpus and translation teaching so that students can learn to count the sentences, word frequency, sentence patterns, structures and other directions, and summarize students' translation styles from it. At the same time, the reasonable use of the corpus can also help to supplement and expand the teaching materials and accumulate for the future translation teaching. Finally, the corpus can effectively help students to overcome the

important and difficult points in translation learning. For example, students can refer to the translations of other translators in the corpus when they encounter difficulties such as set phrasing and set nouns in translating foreign languages or Chinese to foreign languages, and select from them translations that better match the style of the sentences that students translate. All in all, a large number of studies have shown that corpus and translation teaching are complementary and can promote the development of translation teaching in a better direction and improve the quality of translation teaching.

V. Feasible Strategies for Teaching translation in University based on Corpus

(1) Enhancing the integration of corpus and course materials

With the improvement of big data technology, various types of corpora have been continuously enriched. Since there are richer resources for university translation teaching, teachers can make good use of the corpus for teaching design and highly integrate it with course materials to enrich students' vocabulary and translation skills. Before integrating the corpus with the course materials, teachers should conduct the corresponding experimental research to test the corresponding method of corpus integration. For example, the teacher can use the English major class as the research object, establish an experimental class, and conduct the practice of Chinese to English translation teaching of the corpus for a limited period, and then conduct questionnaires, interviews, and relevant translation tests for the students in the experimental class to test the corresponding teaching results. In the process of this experiment, the teacher should try to control other translation teaching materials for the experimental class that are consistent with the normal class, and leave the corpus as the only variable in translation teaching to see the results of translation teaching that incorporates the corpus. Teachers can combine corresponding corpus knowledge from various directions of text translation, translation diversity of key words, and complex sentence patterns to expand the original knowledge points in the textbook. At the same time, teachers can use information data statistics to select interesting knowledge points from the corpus for expansion, so that students can be interested in English translation. In addition, teachers can use the multilingual orientation of the corpus to elaborate on the multiple styles of Chinese to English translation, and also allow students to have a variety of translation styles. In this regard, teachers should conduct appropriate experiments when integrating corpus and translation teaching materials, set up the direction and type and compare the effect according to the actual response of students, and then implement comprehensive integration of teaching materials for expansion. Schools can modify the teaching materials according to the experimental effect, or supplement the school-based teaching materials, so that the university translation teaching can have more appropriate teaching materials to realize effective translation teaching, and it can also deeply stimulate students' interest in translation.

(2) Transforming the traditional teaching model

In traditional university translation, teachers usually adopt the way of explaining first and then correcting mistakes, which does not stimulate students' initiative in learning. In this regard, the traditional teaching model should be reformed to facilitate students' active learning. First of all, teachers should give sufficient time for students to translate sentences, passages and articles of the

text in translation teaching, and guide students to actively use the corpus to check difficult words and learn to choose the translation meaning they think is appropriate in the context. Teachers should then allow students to independently test the results of their translations. Teachers should build their own corpus in the long run and make it available to students through appropriate corpus search software. In this way, students can submit their own translations to the corpus and compare their translations with the reference translation visually, so that they can see the difference between their translations and the reference translation. Finally, the teacher should set up student groups for students to judge each other's translations, so as to enhance students' communication skills and strengthen their translation skills at the same time. The teacher acts as a guide in this process, controlling the whole class and guiding students to make full use of the convenience of the corpus. Moreover, the teacher should inspire students to learn to build their corpora on their own, so as to accumulate sufficient words, sentences, phrases and sentence patterns for their future translations and to develop their own translation styles.

(3) Creating diverse translation contexts

In understanding the corpus, we know that it is based on computer technology, so teachers should first improve their computer application skills in the teaching process and develop more ways to use the corpus. For example, teachers should learn how to electronicize the text in the process of translation, so that students can quickly find the corresponding reference translation when they encounter important and difficult points in the process of translation. Moreover, when the same content has different expressions, the corpus can be quickly displayed in front of students, so that they can make reference to the translation more intuitively and choose the translation that suits them. The corpus-based university translation teaching can use computer technology to diversify translation contexts to be established, so that translation is no longer dull and boring. For example, in learning the translation of key points of words, teachers can directly use the relevant online corpus APP to enable students to enter it to memorize words and translate sentences and articles accordingly with the meaning of words. Many corpus apps have set up interesting contextual games, which allow students to have fun in the process of translation, and the sense of accomplishment brought by passing the levels step by step can inspire students to learn more about translation. In addition, teachers can also use the corpus to design corresponding mind maps. The teacher can use the statistical analysis ability of the corpus to set up translation mind maps for words and sentences that appear more frequently in practical applications, so that students can learn translation skills and expand their translation knowledge in a clear and intuitive way.

(4) Consolidating practical translation applications

The study of translation at university is ultimately about application, which is also a very important element for language learning. In this regard, teachers can search for and collect various translation materials suitable for students and set up practical courses for students to practice the translation of actual materials. In the case of business English translation, the teacher can group the class in groups and distribute a copy of the business English materials to each group for translation from English to Chinese. Teachers can guide students to explore English translation in practical applications through

the search, extraction, and processing functions of the corpus. Many business English texts carry related proper nouns, which are very difficult for students to translate, but there is an abundance of such words in the corpus collection, and students should cooperate with each other to translate the material well. In addition, teachers can also allow students to practice Chinese-to-English and English-to-chinese translations for practical applications such as emails and notices. Through continuous intensive exercises, students will naturally form their own corpus of information and be able to master the translation skills. As a result, students can quickly integrate into the translation work when they are really engaged in the work, and they can also quickly read and comprehend the relevant English materials, which has a positive effect on students' future career.

VI. Conclusion

In conclusion, the power of corpus breaks the limitations in traditional translation teaching and injects innovative vitality into university translation teaching. The corpus itself is rich, authentic, innovative, open, as well as intuitive and precise. It can quickly reflect the shortcomings of students' learning and expand students' language cognition, stimulate students' interest in translation studies, and enhance the effect of students' translation learning. Secondly, the corpus can break the limitation of time and space. When students encounter terms they do not know when learning translation, they can search and query them in the corpus in a timely manner, which promotes students' further reinforcement of translation learning and achieves a positive translation teaching effect. At the same time, it can play a substantial role in the actual business translation in the future and reflect a sound learning effect.

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