

Practical Research on Corpus-based Translation Teaching Modes of College English

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Abstract: Based on the practical research of a corpus-based translation teaching, this article discusses the importance of translation teaching in college English. While traditional translation teaching has been criticized for its focus on English culture only and outdated teaching methods, corpus-based translation teaching would meet the demand, which utilizes technology to provide authentic language input and improve translation competence. The benefits of corpus-based teaching include exposure to authentic language input and cultural context, while the challenges include the need for specialized training and balancing the use of corpora with other teaching methods. To prepare for the future, translation educators should emphasize technology skills and incorporate real-world translation examples and scenarios.

Keywords: Corpus-based, Translation teaching, College English.

1. Introduction

With the proposal of national strategies for Chinese Culture's Going-out and Belt and Road Initiative, translation has become increasingly important in intercultural communication as a bridge for telling Chinese stories in English. In the process of teaching College English, students have received increasing attention, resulting in a series of improvements and developments. Under such circumstances, translation teaching has gained public attention and popularity, while College English translation teaching fails to follow the main trend. The reconstruction of the CET 4 and CET 6 tests now focuses more on passage translation rather than sentence translation, and the adaptation of translation tests favors traditional Chinese culture, which has far-reaching effects on both College English teaching and education on traditional Chinese culture (Huang, 2017).

2. Literature Review

Corpus-based translation teaching is an approach that uses corpora, which are collections of texts studied for linguistic purposes, to teach translation. This method can help students learn how to translate more effectively by providing authentic examples of target language usage.

Several studies have investigated the effectiveness of corpus-based translation teaching. Boulton and Tyulenev's study (2017) found that using a specialized parallel corpus in translation classes improved students' accuracy and fluency. The study used Russian-English bilinguals and compared their performance in translating legal texts before and after receiving corpus-based instruction. The results showed that the intervention group performed better than the control group.

Similarly, another study by Li and Lei (2019) examined the effect of corpus-based teaching on Chinese English majors' translation competence. The study found that the corpus-based approach significantly improved students' translation skills, particularly in terms of producing more idiomatic and natural sentences. The results also suggested that students who received corpus-based instruction had a greater awareness of grammar structures and phraseology.

Furthermore, studies have shown that corpus-based

translation teaching can also benefit teacher's training. For example, a study by Conde-Ruiz and Suárez-Toste (2015) reported that teachers who participated in corpus training gained confidence in using corpora as a pedagogical tool and were able to incorporate it into their regular teaching practices. Additionally, they found that these teachers had a better understanding of how to guide students in using corpora to improve their translation skills.

Overall, the various studies reviewed here suggest that corpus-based translation teaching can be a valuable approach to improving students' translation skills. The use of corpora allows for a more contextualized learning experience and provides students with examples of authentic language use, which ultimately can facilitate the development of translation competence. Furthermore, training instructors in how to use corpora as a pedagogical tool can enhance instructional practice and contribute to the overall success of translation teaching.

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Moreover, corpus-based translation teaching can also benefit teacher training, as reported by Conde-Ruiz and Suárez-Toste (2015). The study showed that teachers who participated in corpus training gained confidence in using corpora as a pedagogical tool and were able to integrate it into their regular teaching practices. Additionally, these teachers had a better understanding of how to guide students in using corpora to improve their translation skills.

In conclusion, the studies reviewed here indicate that corpus-based translation teaching can be an effective approach to improving students' translation skills. The use of corpora helps provide a contextualized learning experience and presents students with examples of authentic language use, ultimately facilitating the development of translation competence. Meanwhile, providing training to instructors on how to use corpora as a pedagogical tool can enhance

instructional practice and support the success of translation teaching overall.

3. Current Situation of Traditional Translation Teaching in College English

English language education is a significant priority in China's education system, with millions of students learning English as a second language every year. However, traditional College English teaching in China has been criticized for several problems:

Firstly, traditional College English teaching focuses heavily on English culture while neglecting Chinese culture, which can make students feel at a loss with culture-loaded phrases and hinder the broadcasting and succeeding of traditional Chinese culture.

Secondly, traditional English translation teaching employs textbooks and exercises, which lack specialized teaching and focuses on grammar and rote memorization rather than practical communication skills. Such methods don't train students to use language fluently and effortlessly.

Thirdly, outdated teaching modes with limited materials and isolated training models go outmoded with the translation industry's massive growth. Many students don't have enough speaking and listening practice time in the classroom, resulting in limited real-world communication abilities. To respond to this, there is an increasing emphasis on improving oral and communicative abilities through activities such as group discussions and presentations, debates, and role-plays.

Based on the problems listed above, corpus-based translation teaching modes are necessary and sufficient. It can provide a contextualized learning experience, present students with examples of authentic language use, and ultimately facilitate the development of translation competence. This approach to teaching can also benefit teachers' training by enhancing instructional practice and supporting the success of translation teaching overall.

4. Corpus-based Translation Teaching

A corpus is a collection of texts that are carefully selected and compiled according to certain criteria, which can be used as a resource for language teaching and learning. Corpus-based translation teaching involves using real-life texts as a source of language and creating a corpus or database that can be analyzed and processed to improve translation quality.

4.1. Reasons to employ corpus-based translation teaching

Corpus-based translation teaching is becoming increasingly popular due to advancements in technology and linguistics. Currently, there are numerous online resources available that offer corpus-based translation tools, such as translation memory software and machine translation engines. These tools use sophisticated algorithms to analyze and identify patterns in large amounts of text data to create accurate translations.

Furthermore, classroom instruction is also incorporating corpus-based translation teaching methodologies into their curriculum as it allows learners to enhance their linguistic and translating skills more effectively. Teachers can provide learners with various texts for analysis, including literary pieces, film subtitles, news articles, and social media posts.

Overall, the current situation of corpus-based translation teaching is encouraging as it offers learners access to advanced technology and practical application, which enhances the accuracy and efficiency of translation processes.

4.2. Ways to build a corpus for translation teaching

For translation teaching, especially College English translation teaching, a bilingual corpus, especially from Chinese to English, must be built for research and education purposes. To build a comprehensive corpus on Chinese traditional culture that can be used for the purpose of all-round education, the following steps are inevitable:

Firstly, determine the scope of the corpus: consider what aspects of materials are to be collected in Chinese traditional culture. Texts on literature, mythology, art, philosophy, history, or any combination of these will be taken into consideration.

Secondly, identify sources and collect texts: look for reliable sources of information on Chinese traditional culture. Depending on the scope of the corpus, books, articles, journals, documents, and online resources such as websites and blogs can be consulted. Once sources determined, texts including historical documents, literary works, religious scriptures, folktales, and cultural artifacts like paintings, calligraphy, and sculpture can be gathered.

Thirdly, organize the corpus: when more and more texts are gathered, organize the corpus into categories based on topic or period, which will make it easier to search and analyze the corpus in the research later on.

Then, annotate the corpus: to make the corpus more useful, consider annotating it with metadata such as author, title, date, and genre. Translations or commentary can also be included to help readers who are not familiar with the source language.

Finally, clean the corpus and save it: check the corpus for errors or inconsistencies and clean it up as necessary. This may involve removing duplicates, fixing formatting issues, or correcting spelling and grammar errors. While corpus is finished, save it in a format that is easy to access and analyze.

5. Benefits and Challenges of Corpus-based Translation Teaching

Corpus-based teaching has gained increasing popularity in the field of language teaching, especially in the teaching of College English. It is without doubt that benefits exist in corpus-based teaching on College English, as well as some challenges that teachers may face when implementing this approach.

5.1. Benefits of Corpus-based Translation Teaching

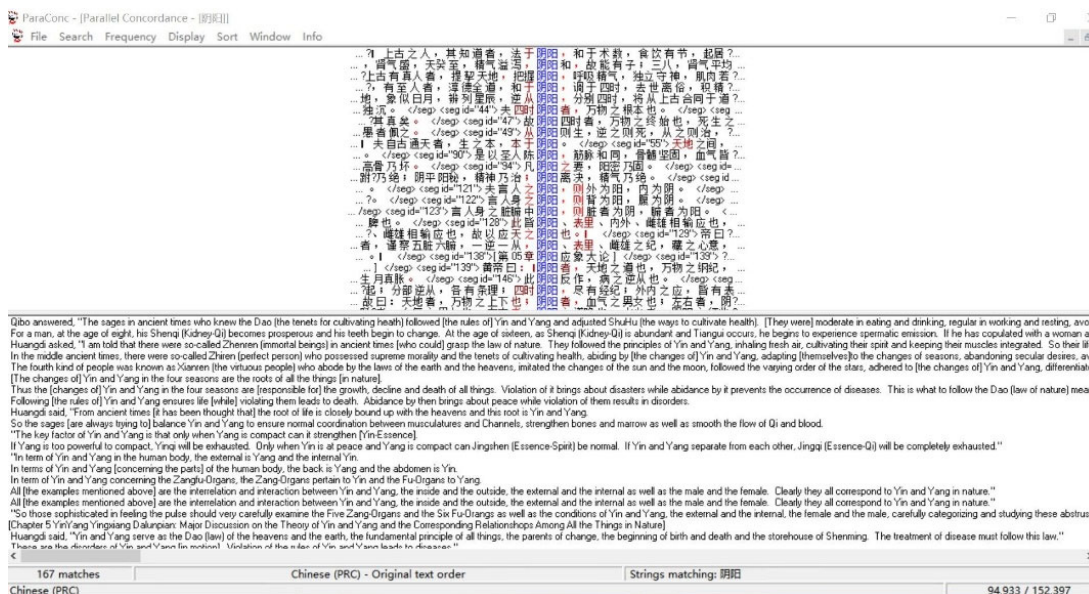
The benefits of corpus-based teaching on College English are many.

First and foremost, corpus-based teaching allows teachers to provide students with authentic language input that reflects the actual use of English in real-world situations. This is because the texts in the corpus are drawn from a wide range of sources, including newspapers, academic journals, and online media, which represent different genres, registers, and styles. By exposing students to such diverse language input, teachers can help them develop a more nuanced and sophisticated understanding of the English language, which can benefit them in a variety of ways, from improving their

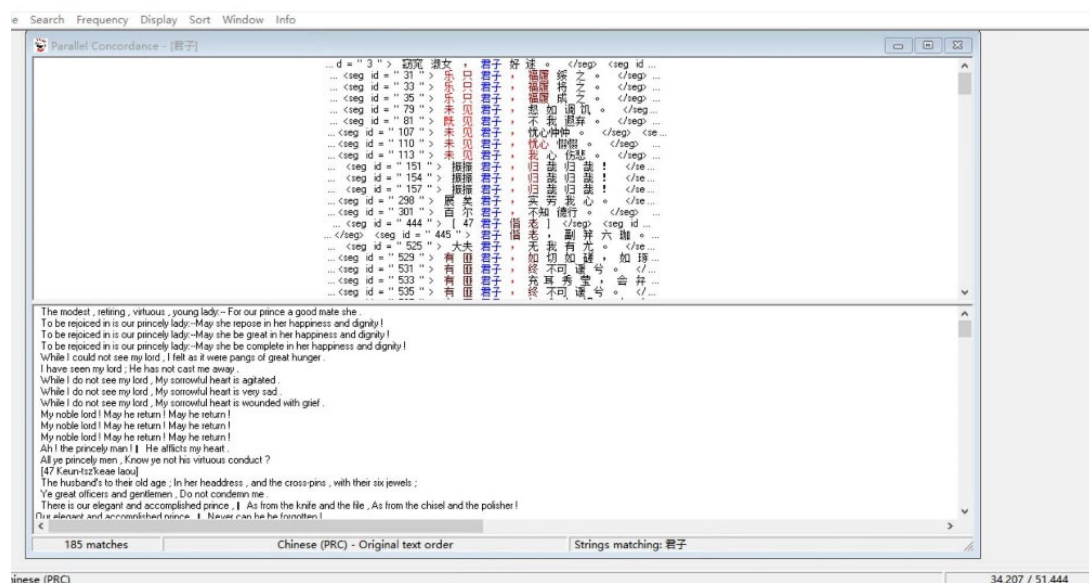
reading and writing skills to enhancing their communicative competence.

Secondly, corpus-based teaching can help students develop a better understanding of the cultural and social contexts in which English is used. For instance, by analyzing the collocations and phrases that occur frequently in the corpus, students can gain insights into the cultural and linguistic conventions of different discourse communities, which can

help them become more effective communicators. Additionally, by examining the use of English in different genres and registers, students can learn how to adjust their language use to suit different situations and audiences, which is an essential skill for success in academic and professional settings.



Corpus sample 1



Corpus sample 2

5.2. Challenges of Corpus-based Translation Teaching

Despite its many benefits, corpus-based teaching on College English also presents some challenges for teachers. One of the main challenges is the need for specialized training and expertise in corpus linguistics. In order to effectively use corpora in language teaching, teachers need to have a good understanding of corpus design and compilation, as well as data analysis techniques and tools. This may require additional training and resources, which can be a barrier for some teachers and institutions.

Another challenge is the need to balance the use of corpora

with other teaching methods and materials. While corpora can be a valuable resource for language teaching, they should not be seen as a replacement for traditional teaching methods or other language resources. Teachers need to carefully select and integrate corpus-based materials and activities into their teaching in a way that complements and enhances other teaching approaches.

In conclusion, corpus-based teaching on College English is a promising approach that can provide students with valuable language input and help them develop a better understanding of the English language and culture. While it presents some challenges for teachers, with proper training and support, corpus-based teaching can be a highly effective way to

promote language learning and communicative competence.

6. Foresight of Corpus-based Translation Teaching in College English

Corpus-based translation teaching involves analyzing actual language usage to identify patterns and facilitate more accurate and precise translations. By utilizing this technique, translation students can develop a greater understanding of the intricacies of language use and how context affects meaning.

6.1. What we can do

Efforts have been made to incorporate more learner-centered approaches into English teaching, including blended and online learning platforms, peer interaction, personalization of learning, and autonomous learning to raise motivation, self-direction, and depth of learning. In such a changing world, teachers and schools can take the following steps:

- Enrich the corpus as much as possible: Since translation teaching in China focuses more and more on Chinese traditional culture, researchers are responsible for collecting sources with specific characteristics into the corpus. Based on the criteria put forward by Zanettin about how to filter material, a perfect corpus must be continually updated. Additionally, corpus-based teaching platforms should be completed as soon as possible to improve translation teaching and benefit more people.

- Improve teachers' competence in teaching and translating: With the help of the government and universities, teachers should be allowed and encouraged to develop themselves in utilizing modern technology for information. By taking part in all kinds of teaching competitions like micro-lectures, MOOC, and SPOC, teachers may improve their comprehensive abilities in both teaching and translating, thus improving teaching efficiency.

- Build a corpus-based translating teaching mode: With the help of corpus both in and out of class, students can practice their translation skills. This will enable the implementation of translation teaching both online and offline, prolonging the teaching time span and space. The traditional translation teaching method and the new mode of corpus-based translation teaching method can be combined to create a new mode of blended translation teaching.

Overall, while traditional college English teaching in China still faces some challenges, there are trends towards more communicative, interactive, and contextualized approaches to enhance the language learning experience of learners.

6.2. What we can see

In the future, it is likely that corpus-based translation teaching will continue to play an increasingly significant role in translation education. As AI and machine learning technologies advance, especially the occurrence of ChatGPT, the use of corpora will become even more critical in achieving high-quality translations. Additionally, the continued growth of global communication and international trade means that demand for professional translators will remain strong, making a thorough understanding of corpus-based translation even more necessary.

To prepare for this future, translation educators should emphasize the importance of technology skills, including the

ability to collect, analyze, and apply data from corpora. They should also incorporate real-world translation examples and scenarios, as well as industry-specific vocabulary, to create a more practical, job-oriented curriculum. Finally, ongoing research and development in corpus-based translation techniques should be pursued to ensure that translation students are equipped with the latest tools, methodologies, and best practices.

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