

# The Application of Corpus in the Teaching of Professional Translation Course

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**Abstract:** To carry out the teaching of English translation courses requires not only teachers' professional technical ability, but also the rational application of advanced auxiliary tools and technologies in specific teaching guidance links. This paper analyzes the application of translation corpus in English translation course teaching, and puts forward some suggestions and effective measures to give full play to the positive role of corpus. Compared with the traditional teaching mode of translation course, the translation corpus system has more abundant and diverse available materials, and the context setting has reached a certain level in richness and authenticity. Translation corpus has other auxiliary application functions, which can provide more convenience for college students to learn English translation courses. Colleges and universities should give full play to the positive role of translation corpus by increasing investment in financial resources, improving teachers' educational ability and providing students with sufficient autonomous learning space. Under the traditional translation teaching mode, students often check their vocabulary through dictionaries, and teachers often use sentence-by-sentence translation in teaching, which leads to boring classroom teaching and students' lack of initiative in translation learning, and it is difficult to effectively improve the quality of translation teaching. This paper analyzes the problems existing in translation teaching, expounds the advantages of translation corpus, and puts forward some reasonable suggestions on the application of translation corpus in translation teaching of professional English.

**Keywords:** Corpus; Translation courses; Teaching application

## 1 Introduction

Corpus refers to a large-scale electronic text library that has been scientifically sampled and processed. Since 1990s, corpus has become more and more popular in English teaching. However, traditional teaching methods are still widely used in the teaching of intensive reading courses for many English majors. The basic feature of the educational view of traditional teaching method is that it focuses on imparting knowledge, overemphasizes the role of teachers and ignores students' learning initiative. Because teachers only give explanations singly, the teaching efficiency of intensive reading is low[1]. Corpus, however, not only focuses on vocabulary, grammar pronunciation standardization, text analysis and practical communication, but also focuses on cultivating students' thinking and analysis ability, resource integration and application ability, which can effectively improve students' learning initiative

and learning efficiency. Intensive reading course for English majors in higher vocational colleges is a compulsory basic course for freshmen and sophomores[2]. Students need to have certain English expression and writing skills, and can use dictionaries to read and translate intermediate-level English materials. Corpus provides a large number of real corpus for language learning, ensures a sufficient number of language input, and provides a strong guarantee for English language teaching to a certain extent. First of all, the corpus focuses on cultural learning. Most students have no actual experience of living abroad. In English learning, understanding the text without cultural background can only stay at the language level[3]. Making full use of corpus resources can help students better understand the differences between different cultures, help them form a middle view of the calendar and cultivate their critical thinking. Secondly, corpus resources can enrich classroom teaching. Language is constantly developing and changing, while corpus resources are dynamically updated, which can ensure the timeliness and practicability of resources and effectively make up for the shortcomings of traditional English major teaching such as limited textbook content and lagging update[4]. Thirdly, the application of corpus in course teaching can alleviate the shortage of teachers to a great extent. With the help of corpus, students can learn independently and form a student-oriented classroom teaching model.

## **2 Corpus resources in professional translation English teaching**

### **2.1 Status of Translation Teaching in Colleges and Universities**

(1) the amount of teaching hours is small.

Most professional English training programs stipulate that the translation course is 2 hours per week, the teaching week is 16 to 20 weeks, and the total number of translation courses in one academic year is 64 to 80 hours[5]. With the continuous reform of teaching, such as the promotion of reducing credits and hours of college English in colleges and universities across the country, and the implementation of the 2+2 model (2 hours of classroom teaching and 2 hours of extracurricular autonomous learning), a few schools only blindly follow the trend of reducing hours, ignoring that the schools themselves do not have a supporting online learning platform, and the supervision of students' autonomous learning is weak, which makes the teaching reform unable to achieve the expected goal. Translation courses also have such problems[6].

(2) The content of teaching materials is single and lagging behind.

Textbooks for translation courses often involve only one or a few limited translation books. Teachers will sort out the books comprehensively and select materials that are more suitable for students. However, the selected materials often fail to keep pace with the times and meet the learning needs of students, and it is difficult to mobilize students' enthusiasm and initiative[7]. The cases and exercises used in teaching are relatively simple, which can not be updated in time, and are out of touch with the development of the times, so it is difficult to meet the learning needs of modern students. Translation textbooks only focus on the training of translation methods, focusing on sentence-level exercises, lacking real context, which is not conducive to students' macro-treatment of text structure[8].

(3) The classroom teaching mode is outdated

In recent years, colleges and universities all over the country are advocating curriculum reform, including teaching method reform. Some teachers introduce process method, interactive classroom and flip classroom teaching mode into translation teaching. However, due to the influence of traditional translation classroom teaching mode, teaching concept, total class hours and syllabus, the reform effect of translation course teaching method is not obvious[9]. Although many teachers have already used multimedia to teach, they are still imparting knowledge in the classroom, and students learn passively and lack learning initiative. Under the traditional translation classroom teaching mode, teaching and learning, learning and practice, evaluation and promotion can't be synchronized, and teachers in the classroom can't understand the internalization of students' knowledge, nor can they give students timely evaluation and guidance[10].

(4) The rationality of the evaluation system is insufficient

The curriculum evaluation system is the focus of researchers' attention. How to design a reasonable evaluation system, better promote students' initiative and enthusiasm, make students become the main body of learning, and realize the target requirements of translation teaching has been puzzling teachers and teaching and research personnel. Although most colleges and universities have abandoned the summative evaluation model, the newly adopted evaluation model still needs to be tested by practice. Some schools adopt the process evaluation model, and the students' course evaluation scores are 50%+50% or 30%+70% each semester, that is, the usual grades account for 50% or 30%, and the final grades account for 50% or 70%. Ordinary grades mainly include attendance, homework, classroom participation, etc., but how to quantify the grades scientifically has become a difficult problem for teachers to solve[11].

(5) Teachers' freedom is not high.

In the process of translation teaching, teachers have little autonomy in the course content. Due to the large number of English students enrolled in some colleges and universities, each grade consists of several classes or even dozens of classes, with 25 to 40 students in each class. Therefore, the teaching of the same course is often shared by several teachers. Syllabus and final examination questions have become a powerful means to manipulate teachers' classroom teaching. No matter the teaching content, progress or the number of chapters of the translation course, it is bound by the syllabus[12]. It is difficult for teachers to adjust the teaching content according to the class differences, and they can only explain and train some chapters of a textbook step by step, and they can't leave the book. In addition, because some of the contents in the test questions often come from textbooks, the freedom of teachers is not high, and it is difficult to teach students in accordance with their aptitude, taking into account the individual differences of students, so that students can make common progress.

## **2.2 Corpus Application in Teaching**

(1) The application of corpus in reading teaching

Reading is an important part of intensive reading teaching. In intensive reading teaching, it is necessary to cultivate students' ability to analyze the text, that is, to clarify the central idea of the article, analyze the writing techniques in the text, and understand the deep connotation of

the article. Appropriate introduction of corpus can better help students achieve their learning goals. For example, in the teaching process of "Father&Sons:the BondingProcess", teachers can first guide students to guess the general idea of the article through the key word "Bonding" in the title, and at the same time provide students with contextual co-occurrence materials with Bonding as the search term, and ask questions for everyone to think about[13]. For example, what is the relationship between "Father & Sons" and the key words in the title of the article? What is the plot of this story? What is the relationship between father and son? After students think about the above problems independently, they can come to a conclusion through group interaction. In this process of learning and exploring, students have basically completed reading exercises from part to whole, and also mastered certain reading skills, such as skimming, close reading and speed reading. Through the analysis of writing background, stylistic features, text style and language features, students' deep understanding of the text is deepened, which is conducive to the internalization of students' language and the development of their ability.

## (2) That application of corpus in vocabulary teach

Vocabulary is the basic content of English teaching, and it is also the core content. Corpus used in foreign language teaching was first applied to vocabulary teaching. In the traditional intensive reading teaching for English majors, vocabulary learning is mainly in the form of teachers explaining words and dictionary examples. The application of corpus can provide rich language examples for students' autonomous learning. If you search for "play" in the corpus, it will show the application examples of this word in various contexts. This paper selects 6 search results as analysis materials:

- ①Every Sunday I go to the park to play soccer with friends.
- ②Chloe has been learning to play the saxophone for two years.
- ③ When threatened, some animals are able to play dead.
- ④The actor is going to play a bad guy in his latest movie.
- ⑤ On April 1,it is traditional to play tricks on people.
- ⑥I asked my brother to play the funny Internet video again.

From the search results, the understanding of "play" is different, and the meaning of play is different in each context. In the above six examples, play stands for kicking (ball), playing (musical instrument), pretending (to be dead), acting, playing tricks and playing (game) respectively. In the process of vocabulary teaching, on the one hand, by observing, comparing and analyzing the application cases of target vocabulary in actual scenes, it is helpful for students to master the meaning and usage of vocabulary in specific scenes. On the other hand, repeated real language examples can help students deepen their understanding and memory of interrogative sentences[14].

### **3 Experimental design of the role of corpus resources in teaching**

#### **3.1 Experimental purpose**

The purpose of this teaching experiment is to verify whether corpus resources can replace or supplement the traditional intensive reading teaching mode for English majors.

#### **3.2 Research methods**

(1) Literature method With "Intensive Reading Teaching for English Majors", "Corpus" and "Traditional Teaching" as the key words, we searched China HowNet, Wanfang Database, Baidu Academic, National Library and Anhui University Library, and found a total of 4602 documents.

(2) Logical analysis method In this paper, according to the collation of literature, experimental research and comparison, as well as data analysis are summarized and summarized.

(3) Mathematical statistics Using mathematical statistics to analyze the data, find the common characteristics, and provide data support for the conclusion.

(4) Experimental method 95 college students were selected as experimental subjects, and the experimental group (48 students) and the control group (47 students) were randomly set. In English teaching, the experimental group uses corpus resources, while the control group uses traditional teaching methods. The teaching content is 18 English poems. The home test can first test the homogeneity of the scores of the two groups of test contents, and the result is  $P > 0.05$ , so the experimental research can be carried out[15].

#### **3.3 Experimental process**

(1) Experimental period: 18 class hours:

(2) Teaching content: listening, speaking, reading, writing, vocabulary, grammar, reading and communication.

(3) Experimental method:

① pronunciation standardization

Experimental group: with the help of corpus resources, students are shown videos with standard pronunciation, which are explained by teachers and demonstrated through reading. Students will record the practice dialogue and play it back to analyze the mistakes in pronunciation skills. Students correct their pronunciation under the guidance of the teacher by comparing the standard pronunciation. Finally, let excellent students make reading demonstrations or group exercises, input a lot and output accurately to help students master English pronunciation skills.

Control group: According to the contents in the book, the teacher explains, describes and demonstrates pronunciation skills, so that students can digest and understand them in class.

② Vocabulary and grammar

Experimental group: students learn the target vocabulary before class with the help of corpus:1.

Combine the text to understand the meaning of the words in the text. 2. Compare the meanings of words in different contexts. 3. Understand synonyms and antonyms of words. Learn the grammar knowledge points that appear in this paper, and deepen your understanding through the largest and most applied examples in the corpus, so as to understand the differences of some specific grammar structures in academic articles, news, novels, oral conversations and other different registers. Control group: Teachers explain vocabulary and grammar knowledge points one by one according to the set teaching objectives in class, and consolidate them through classroom and after-school exercises[16].

### ③ Reading and communication

Experimental group: the task of preparing for reading before class is background knowledge and vocabulary. Students read the target text independently, and discuss and summarize the background information with the help of corpus in groups. Everyone also needs to make a vocabulary including parts of speech, definitions in different contexts, collocations, synonyms, antonyms and example sentences. In the in-depth reading stage of the class, keywords are used to mine the theme, main points and story structure of the article, draw the text frame diagram, and report and explain. The objectives and tasks of the extended reading stage after class include: reviewing the course background knowledge points and related vocabulary expressions, expanding related reading, and retelling the article by using keywords and text frame diagrams.

Control group: preview independently before class. In class, the teacher explains the main idea information and language knowledge points one by one, and completes relevant exercises after class.

### (4) Test contents:

Test and assessment: After the intervention, the teacher tested the two groups of students, including their preparation before class, learning skills, language communication and interest in learning. And the language skill level and pronunciation items are scored, and the students themselves self-evaluate their interest in learning. 10 points for each item. See Figure 1 for the test flow.

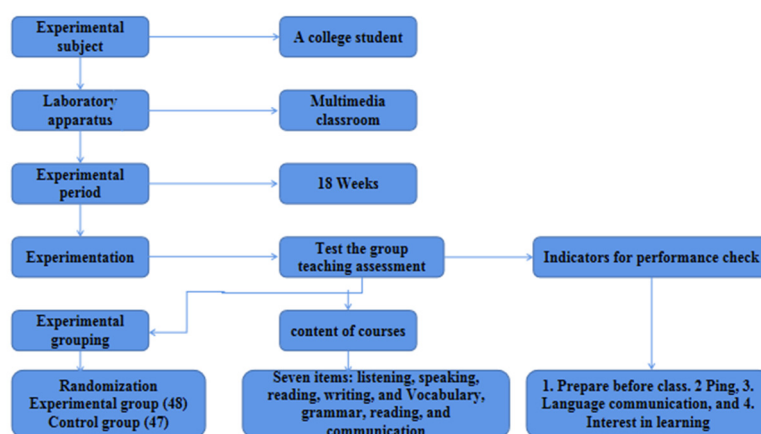


Figure 1 test flow chart

## 4 Test results

### 4.1 Before and after the intervention, the experimental group and the control group prepared before class.

The results show that after 18 weeks of intervention, the subjects' interest in learning has been improved, but there is no significant difference between the two groups in their own preparation before class.

Changes of learning skills in experimental group and control group before and after intervention

Before and after the intervention, the scores of learning skills of the two groups were compared in pairs. The results are shown in Table 1: Before the intervention, the number and percentage of people in the experimental group and the control group with scores below 5 to 7.5 and scores above 7.5 were: (5,10.4%; 4,8.5%)(31,64.5%; 34,72.3%)(12,25%; 9,19.2%). After the intervention, the number and percentage of the experimental group and the control group with a score below 5 and a score above 7.5 were: (2,4.2%; 4,8.5%)(27,56.2%; 34,72.3%)(19,39.6%; 9,19.2%).

**Table 1** Learning skill levels in the experimental and control groups before and after the intervention

	Before the intervention						After the intervention					
	Under 5 points		Of 5 points and ~7.5 component		More than 7.5 points		Under 5 points		Of 5 points and ~7.5 component		More than 7.5 points	
	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)
Experimental group	5	10.4	31	64.5	12	25	2	4.2	27	56.2	19	39.6
Control group	4	8.5	34	72.3	9	19.2	4	8.5	34	72.3	9	19.2

The results show that after 18 weeks of intervention, the number of people with learning skills below 5 points in the experimental group decreased obviously, the number of people with learning skills between 5 points and 7.5 points increased slightly, and the number of people with learning skills above 75 points increased obviously. However, there was no significant change in the scores of learning skills in the control group[17].

### 4.2 Changes of language communication between experimental group and control group before and after intervention

Comparing the language communication between the two groups before and after the intervention, the results are shown in Table 2: Before the intervention, the number and percentage of the experimental group and the control group were: (6,12.5%; 4,8.5%)(30,62.5%; 33,70.2%)(12,25%; 10,21.3%). After the intervention, the number and percentage of the experimental group and the control group with a score below 5 and a score above 7.5 and 75 were (2,4.2%;4,8.5%) (26,54.2%; 33,70.2%) (20,41.6%; 10,21.3%).

**Table 2** Language communication between experimental group and control group before and after intervention

	Before the intervention						After the intervention					
	Under 5 points		Of 5 points and ~7.5 component		More than 7.5 points		Under 5 points		Of 5 points and ~7.5 component		More than 7.5 points	
	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)	Number of people (n)	Percentage (%)
Experimental group	6	12.5	30	62.5	12	25	2	4.2	26	54.2	20	41.6
Control group	4	8.5	34	70.2	10	21.3	4	8.5	33	70.2	10	21.3

The results show that after 18 weeks of intervention, the number of people with language communication level below 5 points in the experimental group decreased obviously, the number of people with language communication level between 5 points and 7.5 points increased slightly, and the number of people with language communication level above 75 points increased obviously. However, there was no significant change in the score of language communication level in the control group.

## 5 Conclusion

Through the analysis of this paper, we can know that in the teaching of specialized English courses, corpus, as an auxiliary tool with the advantages of automation and intelligent application, can provide more abundant materials for the teaching of English translation courses in colleges and universities, and can also accurately analyze the problems and disadvantages existing in translation teaching through intelligent technologies and functions. From this, it can be seen that the integration of corpus system in the teaching of specialized English translation courses can significantly promote teachers' teaching work and targeted translation ability training. Colleges and universities should actively introduce such teaching AIDS and tools to promote the teaching effectiveness of English translation courses.

**Acknowledgement:**(1)Jiangxi Science & Technology Normal University: MTI Cultural Courses Construction Based on Corpus: A Case Study of Chinese Classics Translation Course (KSDYJG-2022-07)

(2)Higher Education Department, Ministry of Education:Translation Technology Teacher Training in the Age of Artificial Intelligence (220601549283453)

(3)Higher Education Department, Ministry of Education: Translation Technology Teacher Training in the Context of Information technology and disciplines Integration (202101308015)



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