

An Exploration of College English Translation Teaching Mode Based on a Corpus

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Abstract: This study primarily investigates the college English translation teaching mode based on a corpus. It analyzes the application value of corpora in college English translation teaching and proposes strategies for the application of corpora in translation instruction. The aim is to reduce students' vocabulary learning pressure while rapidly enhancing their translation abilities.

Keywords: Corpus; College English; Translation teaching

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1. The Application Value of a Corpus in College English Translation Teaching

Professionals in various industries require highly skilled translators with strong expertise and comprehensive qualities. However, students majoring in English often lack professional knowledge in other fields and usually have a weaker grasp of industry-specific English compared to students in those respective fields.

The cultivation of translation skills should not be confined to English majors alone. Instead, it is essential to nurture translation talents who possess core professional knowledge to meet the societal and market demands for specialized English translation.

Here, the term "professional" does not refer to the English major, but rather to other industries such as artificial intelligence, mechanical engineering, and so on. The English translation in these fields is highly specialized, requiring translators to not only master basic translation skills but also to have in-depth knowledge of the specific industry.

The cultivation of translation skills cannot rely solely on students majoring in English. It is also essential for students in science and engineering fields to develop their own translation abilities.

Corpus-based college English translation teaching is a universal method for English translation instruction, which is not limited to English majors alone.

After the demonstration and guidance from teachers, students can use corpora to gain a more comprehensive and detailed understanding of the characteristics and differences between English and Chinese, as well as the variations in sentence structure, language style, and vocabulary usage among different translations.

Students are able to spontaneously or with the help of a group, promptly identify relevant translation issues, thereby rapidly improving their translation abilities.

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2. College English Translation Teaching Methods Based on a Corpus

(1) Teaching approach

The application of a corpus in college English translation teaching, which adopts a data-driven approach, meets the basic requirements of the constructivist teaching model. Therefore, corpus-based translation teaching should fully reflect the constructivist ideas and change the traditional teaching concepts.

The teacher fully utilizes the corpus to demonstrate the convenience of using it for translation learning. After that, they teach students how to use the corpus and provide necessary training. The teacher also encourages students to independently apply the corpus to solve practical translation problems and to carefully analyze and summarize their experiences.

Teachers can organize students into study groups. With the assistance and guidance of teachers, students can accumulate translation knowledge and consolidate and strengthen their translation cognitive structure.

(2) Its application in the teaching of collocations

Collocation is at the center of corpus linguistics. In college English teaching, the learning, application, and collocation of vocabulary are also key contents. On the other hand, there exists a relatively monotonous teaching method in the teaching process.

Many teachers only explain the basic meanings of words and some collocations. Although there are no grammatical errors, the translations may be unidiomatic and overly formal, which is not conducive to accurate and appropriate communication.

When explaining the collocations of the phrases "adapt to" and "be adapted to," teachers can have students use a corpus to retrieve relevant sentences.

1) He tried hard to adapt himself to the new conditions.

2) He has not yet adapted to the climate.

3) That failure of big companies is adapted to changing circumstances is one of the fundamental puzzles of business world.

In these example sentences, students can perceive the differences between the two phrases through reading and translation.

"Adapt to" is the usage of a transitive verb, generally in the form of "adapt oneself to," which means to adjust or change oneself to fit a new situation. On the other hand, "be adapted to" indicates a passive adaptation to a situation.

In the process of analyzing and understanding the search results, students' abilities in observation, analysis, and language skills are effectively enhanced. Through an in-depth study of collocations, students can grasp the basic patterns of vocabulary collocations.

(3) Language frequency-based vocabulary teaching

Corpora can intuitively provide users with the application frequency of language vocabulary by virtue of their powerful statistical capabilities. By grading the frequency of vocabulary occurrence, words can be categorized into several classes, such as most frequently used, frequently used, and infrequently used.

Although such a statistical structure is mechanical, for translation teaching, using language frequency to identify high-frequency value vocabulary can enable students to quickly master about 80% of the expression and translation skills for general texts in a short period through the teaching of high-value vocabulary.

There is a large amount of language material in the corpus. By searching for words, teachers can understand

the frequency of words in the language material and distinguish between high-frequency and low-frequency words.

Generally speaking, the top 4,000 most frequent words make up 86.8% of all language texts, while the top 2,000 words account for 80% of all language texts. These high-frequency words are usually characterized by their short length and basic, everyday language expressions.

These 2,000 words are the most valuable part of the vocabulary, often appearing at the top of word lists. Words at the top are easier to remember, which is also of great help for students to master high-frequency vocabulary.

By applying language frequency, teachers can optimize the vocabulary structure in teaching. Students can master the translation methods of general texts while learning a smaller number of words. This plays an important role in promoting efficient college English translation teaching.

3. Conclusion

Using corpus-based college English translation teaching can effectively exercise students' abilities in independent learning, discovery, and summarization. It also deepens their understanding of the English context and helps form English thinking.

Vocabulary teaching based on high-frequency words enables students to quickly master the high-frequency words that cover 80% of general texts within a short period. This is an efficient method for college English translation teaching.

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