The Construction of Computer-aided Translation Teaching Platform Based on Corpus

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Abstract. Corpus provides the translator with a set of possible translation units or equivalent texts in different languages, so that learners have the opportunity to bring questions to the real corpus to find answers. Through observation and analysis, this paper sums up meaningful translation strategies, improves translators' awareness of dealing with translation difficulties and using translation strategies, and learns to evaluate or reflect on their own translation behaviors. Using corpus to study the cultivation of translators can help future translators to be familiar with the characteristics of translation profession, improve their autonomy and flexibility, and be ready to undertake real translation tasks in the future. The greatest educational value of using corpus to train translators lies in arousing the translator's thinking rather than merely providing ready-made answers. In order to promote the rapid growth of qualified translators, it is imperative to reform the course system of college translation, carry out the research of students' translation texts, and build the corpus of learners' translation.

Keywords: Corpus, Computer-aided translation, Teaching platform

1. Overview

With the continuous development of computer and network technology, information acquisition is easier and faster than ever before, and the working conditions and methods of translators have changed dramatically. At present, the biggest problem for translators is not how to get information, but how to get real and reliable information in less time. Corpus and its retrieval software are such a way to provide translators with a lot of real language and translation example information. Corpus is a large-scale electronic text library with a certain capacity, which is based on certain language rules and random sampling method to collect natural continuous languages and use text or discourse fragments.

2. The value and significance of using corpus to study the cultivation of translators.

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difficulties and using translation strategies, and learns to evaluate or reflect on their own translation behaviors. Using corpus to study the cultivation of translators can help future translators to be familiar with the characteristics of translation profession, improve their autonomy and flexibility, and be ready to undertake real translation tasks in the future. Berardini pointed out that the greatest educational value of using corpus in translation teaching lies in arousing the translator's thinking rather than just providing ready-made answers.

3. Parallel Corpus

Parallel corpora can be used to compare the differences between the two texts in terms of vocabulary, sentence and style. They can not only be used in the study of translation equivalence, but also can be used to find out the phenomenon of inequality in translation. In other words, when there is no direct equivalent in the target language, parallel corpus provides systematic translation strategies or multiple translation options. Learners can observe and analyze the parallel texts with one-to-one correspondence, get familiar with the typical translation examples of a certain meaning in a certain context, and understand how translators can make flexible and creative translation transformation according to the needs of the context, which is conducive to the formation and improvement of strategic awareness. Even small parallel texts are helpful for the acquisition of terms and text specifications in the translation of specific professional fields.

3.1. Curriculum and textbook compilation

In foreign countries, corpus has become an indispensable working condition for translators. How to edit and use corpus effectively is considered as an important part of modern translation ability. Students majoring in translation and trained translators should learn to select or create corpora according to translation tasks, and be proficient in using corpora skills to solve practical problems in translation. Because compiling corpus itself is a kind of learning, learners can master the practical operation skills of corpus, create their own translation resource database, and learn to reflect on the text. However, it is rare for Mainland Colleges and universities to carry out corpus assisted translation courses in the undergraduate and postgraduate stages of foreign language departments.
suggests that as an important means of translation practice, corpus assisted translation ability should be oriented as the necessary skills of translators and be included in the master of translation syllabus and curriculum. These skills are composed of two parts: "corpus compilation" and "use of corpus information". The former includes corpus design and design criteria, corpus retrieval strategies and retrieval word selection, while the latter includes corpus general analysis techniques and corpus examples for translation decision-making. These skills should also be introduced to senior students in foreign language departments as an elective.

3.2. The establishment of Chinese learner translation corpus.

The computer-based oral and written language database of foreign language learners not only provides sufficient data for the in-depth study of the development of learners' second language ability, but also provides important feedback and support for the study of learning process, autonomous learning, textbook compilation and testing. "Chinese Learner English Corpus" (CLEC) and "Chinese student spoken and written English Corpus" (SWECCCL) are the established learner corpora in China. The author suggests that we can imitate the design principles and material selection models of these two corpora, and collect samples from the candidates' responses of CET-4 and CET-6, CET-4 and CET-8, postgraduate entrance examination and translation qualification certificate examination, etc. to compile them into "Chinese learners' translation corpora", so as to reveal the translation characteristics and existing problems of Chinese students and help them to learn Students master standard and authentic English. For example, by comparing the translated text of the learners with the target language, analyzing the language forms that the learners misuse, abuse and use correctly, we can find the characteristics and rules of Chinese learners in terms of word meaning equivalence, collocation and translation strategies, reveal the key points and difficulties in translation teaching, and provide basis for the design of translation teaching syllabus and teaching materials; by comparing with the original, we can help to It is of great significance to understand the characteristics of the translation text influenced by the mother tongue, to analyze the causes of translation errors and translation cavities, and to understand the translation process.

4. Conclusion

According to the current situation of English teaching and students in China, it is not an overnight task to cultivate learner autonomy, but a long way to go process. In this process, not only the joint efforts of teachers and students, but also the strong support of educational institutions and all sectors of society are needed. The theory of constructiveness provides valuable theoretical support and action orientation for the cultivation of learner autonomy. However, how to integrate the essence of constructiveness theory into English teaching to achieve the ultimate goal of learner autonomy is an important topic worthy of every educator's study and practice.

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Design and Implementation of Parallel Corpus Based on VC + + Compilation Information 14GK48.

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