

Innovative Research on the Teaching Model of English-Chinese Translation Based on Corpus

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Abstract: Corpus linguistics has become the key driving force of language teaching reform. This article focuses on how to effectively integrate corpus technology into English-Chinese translation teaching and explore the construction of a student-centered teaching model. Firstly, this article analyzes the limitations of traditional translation teaching, such as single teaching resources and low enthusiasm of students. Then it combs the functional orientation of corpus in translation teaching from the theoretical point of view, and discusses the principles of corpus construction and ways of using it in combination with teaching practice. On this basis, this article puts forward a teaching model that combines the concept of data-driven learning with task-based teaching method, and highlights various activities such as corpus retrieval, translation comparison and group cooperation to enhance students' language sensitivity and autonomous learning ability.

1. Introduction

With the rapid development of information technology and the continuous acceleration of globalization, cross-cultural communication has become more frequent, and the demand for high-quality translators in society has become extremely urgent. As a key bridge connecting different languages and cultures, translation teaching methods must keep pace with the times to meet the language service needs of the new era [1]. Traditional English-Chinese translation teaching mostly relies on teachers' teaching and teaching materials, emphasizing the memory and imitation of translation skills [2]. In this teaching mode, students are often in a passive state of accepting knowledge in the learning process, and lack understanding and perception of the real language use environment [3]. Although this method helps students to master basic translation skills to some extent, it has obvious limitations in cultivating students' language sensitivity, autonomous learning ability and practical translation ability.

Corpus is a large-scale real language material stored in electronic form, which is representative, retrievable and objective [4]. With the help of corpus, teachers can guide students to observe the actual use of language and analyze language phenomena such as lexical collocation, sentence structure and stylistic features, thus improving the accuracy and idiosyncrasy of translation [5]. In addition, the corpus can also provide students with rich bilingual comparative resources, so that they can obtain more intuitive reference in translation practice.

However, at present, the application of corpus in translation teaching is still in the exploratory stage. On the one hand, many universities have not yet established corpus resources dedicated to translation teaching; On the other hand, even with the support of relevant corpus, teachers' teaching design and students' learning habits have not fully adapted to this new teaching method [6]. Some teachers don't know enough about the function of corpus, only regard it as an auxiliary tool, and fail to fully tap its potential in teaching. Furthermore, students lack systematic guidance on how to effectively use the corpus to carry out translation learning, and are easy to fall into the dilemma of blind search or information overload [7].

The purpose of this study is to explore how to organically integrate corpus technology with English-Chinese translation teaching, and try to put forward a set of practical teaching models. This model not only pays attention to the specific application of corpus in translation teaching, but also emphasizes the design of teaching content, the organization of teaching activities and the implementation of learning assessment, so as to form a closed loop in teaching practice and improve

teaching effect.

2. Construction of corpus and teaching function

To introduce corpus technology into translation teaching, it is necessary to clarify the principles and methods of corpus construction at first. Corpus, as a collection of real language use, its quality directly affects the effect of subsequent teaching activities [8]. For this reason, the basic principles of representativeness, diversity, operability and pertinence should be taken into account in the construction of teaching corpus.

Representativeness means that the corpus should be able to reflect the real use of the target language. For example, in English-Chinese translation teaching, the selected corpus should cover news, science and technology, literature, law and other stylistic types to help students understand the language characteristics and translation strategies in different registers. Diversity emphasizes the universality of corpus sources, including but not limited to newspapers, periodicals, government documents, novel texts and network resources [9]. These materials can not only provide rich language input, but also help students to establish translation awareness in cross-cultural context.

The operability is mainly reflected in the processing and retrieval of corpus. In order to facilitate the use of teachers and students, teaching corpus usually needs to go through preprocessing steps such as cleaning, labeling and alignment [10]. Cleaning is mainly to remove irrelevant information (such as advertisements, page numbers, format marks, etc.) to ensure the purity of the corpus; Annotation is to add language information such as part of speech and syntactic structure to the corpus to improve retrieval efficiency; Alignment is the key link in the construction of bilingual corpus. Through the alignment at the sentence or paragraph level, students can learn by contrast between the source text and the translation.

Teaching corpus also needs to be targeted, that is, choose the appropriate corpus content according to the specific teaching objectives. For example, for the translation course of scientific English, bilingual texts of scientific articles can be given priority; For literary translation training, we should pay more attention to novels, poems and other works with strong language style.

In order to present the applicability of different types of corpus in translation teaching more intuitively, Table 1 makes a comparative analysis from the aspects of corpus types, characteristics, teaching purposes and technical support.

Table 1 Comparative Analysis of Different Types of Corpora in Translation Teaching

Corpus Type	Characteristics	Pedagogical Purposes	Technical Support Requirements
News-based Bilingual Corpus	Standardized language, frequently updated, diverse topics	Develop students' ability in current affairs translation and improve accuracy	Requires regular updates and keyword search support
Scientific & Technical Parallel Corpus	Dense terminology, clear structure, logical coherence	Strengthen terminology recognition and professional expression skills	Supports term extraction and sentence pattern analysis
Literary Corpus	Diverse styles, rich rhetoric, complex cultural context	Enhance literary translation techniques and cross-cultural understanding	Supports stylistic and sentiment analysis
Legal Bilingual Corpus	Formal tone, fixed sentence patterns, strict logic	Master formal text translation norms and sentence transformation skills	Supports syntactic structure comparison
Web-based Corpus	Colloquial expressions, varied registers, reflects evolving language trends	Improve understanding and translation adaptability of new words and internet slang	Requires fast crawling and semantic analysis capabilities

Different types of corpora assume different functional roles in translation teaching. Teachers can flexibly choose or use a variety of corpus resources according to the teaching objectives, so as to realize the diversification of teaching content and the innovation of teaching methods.

3. Corpus-based English-Chinese Translation Teaching Model

Teaching goal is the starting point and end result of the whole teaching mode design. In corpus-based translation teaching, the teaching goal should focus on improving students' language sensitivity, translation accuracy and cross-cultural understanding ability. Specifically, it mainly includes the following aspects: enhancing language awareness, that is, observing language phenomena such as lexical collocation, sentence structure and stylistic features with the help of corpus to help students recognize the differences between the source language and the target language; improving the accuracy of translation, relying on bilingual parallel corpus, guiding students to compare and analyze the original text and the translation, and master common translation strategies and their applicable scenarios; cultivating autonomous learning ability, and encouraging students to use corpus resources to explore independently, find and solve problems in practice; developing critical thinking, and stimulating students to think about the logic and effect behind different translation choices through the comparison of various translation methods provided by corpus.

The design of teaching content should follow the principle of integration of systematicness and flexibility. The teaching content should cover the basic knowledge system of translation teaching, and it should be flexibly adjusted according to the students' level and teaching needs. When explaining language phenomena, we might as well take typical translation problems as the starting point, such as word meaning discrimination, sentence transformation and culture-loaded word processing, and then provide a large number of examples to support it. In terms of translation strategy training, we can design special modules around common strategies such as literal translation and free translation, and equip each strategy with corresponding corpus to help students understand its usage conditions and expression effects. Context and style analysis can not be ignored, so students should be guided to pay attention to the relationship between text types, communicative purposes and language styles, and observe different translation tendencies with the help of corpus, so as to enhance their control over translation integrity.

Teaching activities are the key carrier to achieve teaching objectives. With the help of corpus, various forms of task-based learning activities can be designed to promote students' transformation from "learning" to "learning". For example, carrying out corpus retrieval and induction exercises, assigning tasks for students to use AntConc, ParaConc and other tools to find the usage of specific words or structures, and summarize their translation rules; arranging the task of translation comparison and analysis, providing multiple versions of translations for students to compare, and analyze the language choice and style differences of different translators when dealing with the same content; organizing group cooperation to explore projects, carry out translation practice in groups and submit analysis reports, citing corpus data as supporting basis in the process; finally, a reflection and sharing session can be set up. After each task, students are arranged to write a reflection log to record the findings and questions in the learning process and share them in class. These diversified teaching activities can not only improve students' participation, but also help them gradually form their own translation judgment criteria in the real corpus environment.

Teaching assessment should run through the whole teaching process, paying attention to both learning results and learning process. It is suggested to adopt diversified assessment methods to comprehensively reflect students' learning status and ability development. The first is the process assessment, which can evaluate students' participation and learning attitude by recording their performance in corpus use, task completion and group discussion. Secondly, it is fruitful assessment, which mainly examines the quality of students' language output and the application of translation strategies through translation assignments and project reports. In addition, self-assessment and peer-to-peer assessment mechanisms can be introduced to encourage students to objectively evaluate their own and others' learning achievements, so as to enhance their metacognitive ability and critical consciousness. This multi-dimensional assessment system helps teachers to understand students' learning progress more accurately, and also provides students with the direction of continuous improvement. Figure 1 shows the functions of the teaching assessment system based on corpus.

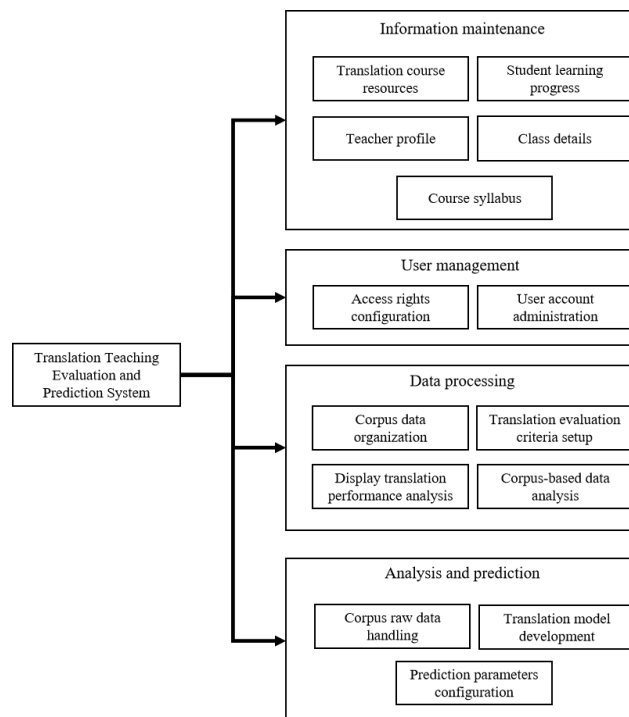


Figure 1 Functions of teaching assessment system

4. Conclusions

This study focuses on "the innovation of corpus-based English-Chinese translation teaching model ", aiming at responding to the existing problems of rigid teaching resources and the lack of students' initiative in translation teaching. It is found that the corpus can not only provide language input in real context, but also help students understand the diversity and applicability of translation strategies in comparative analysis, thus improving their translation judgment and cross-cultural awareness.

The value of this teaching mode lies in breaking the teaching structure dominated by teachers in the past and turning to interactive learning with students' inquiry as the core. The introduction of corpus gives students the opportunity to directly contact a large number of real texts and gradually build their own translation cognitive system in the process of data-driven learning. Furthermore, it also provides teachers with richer teaching resources and assessment basis, which is conducive to personalized teaching and accurate feedback.

Of course, the promotion of this model faces certain challenges, such as the high threshold of corpus construction and the slow adaptation of students to new teaching methods in the early stage. Therefore, in the future teaching practice, we should strengthen the guidance of corpus use training and encourage teachers to flexibly adjust corpus types and teaching tasks according to curriculum requirements. In addition, with the development of artificial intelligence and natural language processing technology, the combination of corpus and intelligent auxiliary tools will become a new development direction of translation teaching.

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