

# Corpus-based Translation Teaching Research and Reform under the Background of "Internet Plus"

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## Abstract

It is of great practical significance to explore and reform the English-Chinese translation teaching mode that conforms to the characteristics of the times, both in theory and in practice. The syllabus should clarify the value and significance of the reform in the Internet environment. The combination of online and offline teaching is proposed to explore the characteristic translation teaching mode. The traditional teaching mode is difficult to meet the needs of the current translation market, which limits the cultivation of students' comprehensive translation ability. In order to solve this phenomenon, teachers can conduct targeted teaching by establishing a corpus, so as to stimulate students' interest in learning and improve their comprehensive translation ability.

## Keywords

"Internet plus"; Corpus; English-Chinese translation; Teaching mode.

## 1. Introduction

Throughout the social development, translation activities have been invisibly promoting the connection of today's world, and China also attaches great importance to the cultivation of translation talents in colleges and universities. Since the end of the 1870s, the types of questions, types and quantities of works in translation teaching in our country have been quite large. Now, under the promotion of a community with a shared future for mankind advocated and built by the "Belt and Road", China's exchanges and exports in high-precision technology and culture are showing a booming trend, and the demand for high-quality translators is also increasing. In March 2015, Premier Li Keqiang formally proposed in the "Government Work Report" to formulate the "Internet plus" national action plan to apply the this concept to English teaching. This not only injects new vitality into traditional English classroom teaching, but also promotes the renewal of educational concepts and the reform of teaching models. [9] Therefore, in order to improve the current teaching predicament of English-Chinese translation and cultivate compound talents with high cultural literacy, solid subject knowledge and English-Chinese translation ability, it is of great research significance to reform the teaching mode.

## 2. Research Status of English-Chinese Translation Teaching

Chinese scholars continue to explore the reform and innovation of teaching mode. In the process of English-Chinese translation teaching reform, some scholars have discussed and put forward suggestions on the teaching of translation theory and skills, and the methods of teaching. [4] Other scholars start from the perspective of social constructivism, and combine the characteristics of translation teaching with the help of the social constructivist view of learning and students, and the role of teachers and students. They try to transform the teacher-centered, one-to-many teaching model into a student-centered, many-to-many model to stimulate students' interest and potential in learning. [1] Then it was explored the application

of flipped classroom based on "micro-class" in English translation teaching. [7] In the discussion of the reform of the specific translation teaching mode, some scholars have explored the undergraduate course of English-Chinese translation in combination with the market's requirements for translation talents, and believe that the reform is imperative. [5] The research shows that the flipped classroom teaching mode has great effect in improving students' interest in translation learning and improving translation skills. However, in the English-Chinese translation course, the research on strategy training is still lacking and needs to be further optimized.

### **3. Problems Existing in English-Chinese Translation Teaching**

#### **3.1. Vague Content of the Textbook**

The content of the teaching materials is not up to date with the times, the themes and materials are single, and rarely involve the teaching content of different professional directions such as business, advertising, finance, tourism, journalism and technology. Translation training is usually several sentences between Chinese and English, and its form and content lack novelty, which makes it difficult to cultivate college students' translation ability from a macro perspective such as culture and discourse.

#### **3.2. Outdated Teaching Mode**

The traditional lecture-style teaching greatly limits the students' main role and is not conducive to cultivating their innovative spirit. The course lacks the use of modern information technology, cannot meet the learning needs of students at different levels, and is difficult to improve the quality and effect of translation teaching.

#### **3.3. Students Lack Cultural Background Knowledge**

Due to the lack of multi-cultural and historical background knowledge, during translation, students often mistranslate due to lack of understanding of common sense, allusions and historical background, and even take the literal meaning.

#### **3.4. The Evaluation of Course Performance is not Objective Enough**

It cannot fully reflect the students' translation ability and specific mastery of articles on various topics such as literature, culture, and science and technology. Therefore, it is imperative to reform the current teaching mode of English-Chinese translation.

### **4. Comparison of Corpus Teaching and Traditional Teaching**

Compared with traditional teaching, corpus teaching mainly has the following four differences: First, corpus teaching pays more attention to stimulating students' ability to actively learn knowledge through practical application, so as to promote the transformation of students from passive learning to active translation practice.

Furthermore, corpus teaching subverts the traditional indoctrination and memory-based English teaching mode. Students can use the corpus to summarize, retrieve and learn language knowledge. The corpus can provide rich context for students' vocabulary and grammar learning, and then effectively enhance students' mastery of English translation knowledge and skills. The mastery of this translation skill is different from indoctrination and memorization learning, and it can benefit students for the whole life.

What's more, corpus teaching takes students as the main body in the process of English translation teaching. In teaching, teachers mainly help students to diverge their thinking by asking questions, guide them to observe English corpus knowledge, and discuss with other students in groups, so as to truly improve their English language ability.

Finally, the corpus-based English translation teaching mode is scientific and advanced, but it is not equivalent to a complete negation of traditional English teaching. After all, traditional English teaching also has its advantages. In the process of innovating the teaching mode, teachers should carry out the reform step by step on the basis of retaining the advantages of the traditional teaching mode, so as to help students steadily adapt to the new teaching mode and improve their Chinese-English translation skills.

## **5. The Design of Corpus Translation Teaching Mode under the Background of "Internet Plus"**

In the daily process of translation teaching, teachers should use the corpus reasonably while using the Internet to verify the data. Teachers can use ready-made corpora on the Internet to help students practice corpus. They can allow students to brainstorm through group discussions, or students can build their own corpus or guide students to build a corpus cooperatively. Teachers should respect the dominant position of students in the teaching process, and only serve as guides to promote their research on corpus. In this process, they discuss the laws of the corpus by communicating with their classmates and teachers. Corpus-based translation teaching not only helps to improve students' English translation ability, but also enhances their language expression ability to a certain extent, thereby promoting their comprehensive development.

### **5.1. Build an Online Teaching Platform,**

Students independently build an online interactive platform and create a translation resource library. On the one hand, teachers lead the construction of online teaching platforms (such as Minghua Online, cloud class, Xuexitong etc.) to establish online courses, share micro-course videos, and prepare suitable information-based teaching resources for "Internet + education". At the same time, with the help of the online platform, teaching tasks are released, various online interactions, online exercises and online tests are carried out, and the classroom is flipped. On the other hand, students conduct data mining in groups combined with their own professional direction through Internet platforms (such as BBC, CRI, VOA, TED TALK, etc.).

Prepare translation materials and materials in advance according to the translation tasks issued by teachers; then organize materials independently, build an online interactive platform, and establish a rich online preview and learning translation resource library to improve the timeliness, breadth and diversity of teaching topics, so that translation learning becomes personalized and vivid. In the teaching process, teachers should also combine cases, audio and other methods to allow students to analyze one translation and multiple manuscripts in the form of a translation team, and complete the translation task by revising and polishing. [11]

### **5.2. Creating a Corpus**

The corpus has the characteristics of large corpus coverage, wide capacity and novel content, which can provide a lot of convenience for translation. If students learn how to use corpus, they can not only accumulate language knowledge learned from translated texts, but also improve translation efficiency gradually. Translation is the process of converting two languages. Due to the lack of cultural literacy and translation practice, it is difficult for many students to freely convert English and Chinese during the translation process. At the same time, when selecting cases, teachers should combine the content of actual teaching materials to form a high-quality teaching class in colleges and universities in a way of learning from each other's strengths and complementing their weaknesses. [10] Therefore, the effective use of corpus can not only help students get rid of the translation training mode aiming at getting close to the standard reference translation, but also help students to carry out inquiry-based learning. It can be seen that the construction of the corpus is essential.

If teachers want to further rationally integrate the corpus into English translation teaching, they first need to select or build a corpus suitable for teaching from the existing corpus resources, and then need to rely on the corpus for targeted teaching in daily teaching. Then rely on the corpus to carry out targeted teaching in daily teaching. The choice of corpus needs to consider the language level and translation ability of students. The English translation teaching corpus can be divided into three types: past years' exam paper bank, simulation bank and practice bank. Teachers can choose the corresponding corpus according to different teaching needs. At the same time, English teachers should supplement the corpus with vocabulary that students may use when translating and actively seek English translation opportunities and translation platforms for students, so that students can consolidate their translation level in practice, and then improve their English translation ability.

In addition, teachers can also use the Internet platform to strengthen communication with students. For example, teachers can allow students to upload their own English-Chinese text translations to the online teaching platform, and then evaluate and give feedback on their translations. This teaching mode can not only effectively stimulate students' learning motivation, but also enhance teachers' grasp of their translation ability, so that teachers can timely adjust the content and form of teaching according to the actual situation of them, and promote better progress of them.

### **5.3. Using a Combination of Online and Offline Teaching, a Blended Teaching Mode**

First, online courses provide a platform for students to learn, communicate and collaborate. On the one hand, according to the learning tasks released by teachers, students can freely arrange preview, study, practice and review based on the actual needs and they also can independently decide the amount of study, so as to improve the effect of translation training; [9] On the other hand, the online teaching platform created by teachers and the online interactive platform established by students can effectively assist offline teaching. By learning MOOCs in advance and sharing the learning resource library, students are fully prepared for classroom learning who can accurately and effectively achieve teaching goals, and promote the all-round development of knowledge and skills. In addition, the online translation teaching management platform is used to form online translation teaching, which is convenient for teachers to carry out translation teaching anytime, anywhere, which can also support advanced functions such as batch assignment of assignments, translation quality scoring, tracking revision and correction, team collaborative translation, and synchronization between teachers and students. [6]

The Internet platform can record students' access trajectory, statistical interaction, online hours, test results, feedback, etc. Teachers use the network platform to monitor the background and collect statistical data, which can better track the learning process and understand the learning situation, so as to make targeted adjusting the teaching plan and teaching content.

Furthermore, offline classroom teaching is carried out in the form of discussion, mutual evaluation between groups, achievement display, teacher answering questions, supplemented by online interaction on the network platform, etc. Teachers can give corrections, guidance and comments, and correct them when students report the inadequacy of online preview and practice before class which means learning and practice of online MOOCs are deeply tested and supplemented. At the same time, the necessary translation strategy training is carried out in combination with the students who have learning difficulty. The combination of online and offline teaching has changed the teaching mode of teachers oriented and brought into play the dominant position of students.

#### **5.4. The Application of Corpus in English Translation Teaching under the background of "Internet Plus"**

Teachers can not only enhance the richness of traditional translation teaching, but also effectively improve students' translation ability by using corpus in the daily English translation teaching process. When applying the corpus teaching mode, teachers should do the corresponding lesson preparation work before class, determine the teaching tasks and teaching objectives, select the appropriate corpus, and let the students understand the basic process of corpus teaching and the corpus operation method. This teaching method lays the foundation for students' classroom learning and after-school training.

The corpus teaching mode includes not only in-class translation teaching, but also extra-curricular corpus-assisted translation practice training. In-class teaching is mainly based on textbooks. Teachers show students the English-Chinese translation skills and corresponding theoretical knowledge in the textbooks. On the basis of students' mastery of relevant expression and translation skills, they assign corresponding translation tasks to students. In the process of students completing translation tasks, teachers should guide students to use corpus for translation practice training. Such as "be similar to, be the same as, be identical with" these phrases are generally translated the same meaning in Chinese, but the prepositions used in each group of words are different, and the situations in which they are used are also different. Students tend to ignore the collocation relationships and differences between these phrases in the process of translation, and the corpus can help students identify which collocation is more suitable.

Furthermore, students can also use the corpus to preview English translation skills and translation knowledge before class, and try to translate by themselves without the teacher's explanation. Students can translate boldly according to their own knowledge without fear of making mistakes; at the same time, teachers should also encourage students to boldly try to translate independently, and pass the translated text to them. If there are any problems in the process, targeted teaching will be carried out. Teachers also need to modify teaching tasks and teaching strategies according to the current situation of the syllabus and students' translation level, so as to better help students improve their translation ability.

What's more, in the English translation class, teachers can use multimedia to display the relevant knowledge and usage of the corpus, so that students can gain a deeper understanding. Students can first observe the corpus and discuss it. After they have mastered the corresponding corpus knowledge, teachers can show some typical translation texts to them, and let them continue to discuss in the form of groups. This teaching mode not only enables students to discover their own problems in the translation process and continuously improve their translation ability, but also enables them to germinate more ideas in the process of discussing translated texts, thereby exercising their thinking ability.

Finally, after students have completed their translation assignments, teachers can ask each group to assign them to focus on their group's discussion. Teachers can give reasonable suggestions according to their mastery, so that they can reflect on themselves after class, so as to continuously improve their translation ability. On the one hand, it can enhance the initiative of students to learn English translation knowledge, and on the other hand, it can further play the role of the corpus teaching mode.

### **6. The Significance of Teaching Reform**

First of all, this teaching reform will help to give full play to the main role of students, enrich the teaching content, and improve the quality of translation teaching. Under the background of "Internet plus", teachers guide students to build a network interactive platform, and create a translation corpus, which enrich teaching content, and diversify translation materials. It also

improve students' cultural literacy, stimulate their intrinsic motivation for learning, and cultivate their teamwork ability. Students become active participants in translation activities. They also become active builders of translation knowledge, strategies and skills, thereby effectively improving their translation ability.

Secondly, this teaching reform helps to explore characteristic formative evaluation and process evaluation methods, and build a multi-evaluation system with the help of Internet platform and modern information technology. Teachers can not only adjust teaching methods and teaching progress in real time according to the statistical data of the network platform, but also conduct in-class evaluations of students' daily performance, and record them in the database for tracking evaluation and comparative analysis. The formation of a diversified and three-dimensional evaluation system can reflect the level of learning ability from multiple perspectives, which is conducive to improving the comprehensive quality and practical ability of students.

Finally, it helps to strengthen the construction of teaching staff. Improving teachers' translation teaching level and teaching reform will help them to find a suitable foothold in the fresh and complex network environment. They can also use various novel teaching software which means it can improve their teaching ability and translation ability. In line with the "Internet plus" era, to ensure the freshness and timeliness of the knowledge repository, teachers can help students to find, analyze and solve problems in practice by guiding students to participate in translation practice, which is helpful for practical teaching. This teaching mode can accumulate materials for scientific research, achieve a win-win situation between English teaching and scientific research, and improve the overall level of teachers.

## 7. Conclusion

To sum up, the corpus-based English-Chinese translation teaching reform in the era of "Internet plus", from the construction of pre-class online courses, classroom teaching methods and model innovation, scholars are actively discussing mixed teaching models and multiple evaluation systems which are specialized, refined and personalized. At the same time, teachers can use corpus in daily English translation teaching to continuously stimulate students' enthusiasm and autonomy in learning translation knowledge, thereby improving their translation ability.

Therefore, in the process of translation teaching, teachers should combine students' mastery of knowledge, formulate corresponding teaching objectives, carry out targeted teaching, and strengthen the cultivation of their corpus application awareness, so that they can also use corpus for learning after class. Finally, teachers guide translation teaching activities in a targeted manner, improve their teaching effects, and apply scientific research results. While students improve their English-Chinese translation ability, which is more helpful to cultivate their English practical ability, expand their international vision, and improve their future work efficiency and career advancement opportunities.

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