A Study on the Autonomous Learning Mode of Translation Based on Corpus in Private Colleges and Universities

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Abstract: Based on Corpus, this paper makes a study on how to improve the autonomous learning mode of translation in private colleges and universities.The apply of corpus in translation not only allows learners to see their shortcomings and gaps in translation more intuitively, but also supports the learners with concise reference data in terms of vocabulary, phrase and sentence structure, from which learners can master the important and difficult points of translation materials.The dynamic and timely feedback of the corpus helps to improve students' learning autonomy and classroom teaching effects.

Keywords: Corpus; Autonomous learning mode；Private colleges and universities

Chinese-English bilingual parallel corpus research has developed rapidly in the recent years. Corpus research is not only limited to the field of linguistics, but has also been widely used in translation teaching. Pearson believes that "the role of corpora and corpus tools in translation learning is immeasurable". The direct beneficiaries of the application of Chinese-English bilingual corpus in translation teaching are teachers and students, because the corpus not only pays attention to the information interaction between students and corpus, but also provides information exchange between teachers and students and between corpora.

1. Corpus based autonomous learning mode

This study focuses on a new learning model that is practice-oriented, student-centered, and cultivates professional translation talents. Teachers are no longer the leaders of the teaching process, but guides and facilitators. Students give full play to their initiative and autonomous learning ability, and use bilingual parallel corpus retrieval software to retrieve typical, real and rich translation examples. This model aims to improve students' translation practice ability, cultivate teamwork awareness, encourage translation projects in the society, and put what they have learned into practice, thereby producing certain social and economic benefits.

2. Corpus based autonomous learning mode in private colleges and universities

2.1 Research object

This project mainly investigates the application of corpus in the cultivation of learning ability of non-English majors in private undergraduate colleges, so the selected research object is non-English majors in Shenyang Urban Construction College (private engineering undergraduate college). The research objects are 2020 undergraduate non-English majors in the second year of English class B, a total of 134 students. The 134 students were divided into 2 classes, and one class was randomly assigned as the experimental class and the other class as the traditional control class. On this basis we also selected six case study participants. When selecting case researchers, we select the most extensive case representatives based on their college entrance examination scores, final exam scores and CET-4 test scores to ensure the reliability and authenticity of the research data. Among them, the average age of the subjects of the case study is the same, there is no age difference, and the genders are three men and three women. From the perspective of English learning, there is no big gap, only more than half a year. The scores are also relatively the same, with a difference of no more than 15 points.

2.2 Research content

Based on the Chinese-English bilingual parallel corpus, this research studies the cultivation of autonomous learning ability of private undergraduate non-English majors, and is divided into the following three aspects. First of all, the research group will analyze the problems in traditional autonomous learning based on the current situation of translation teaching in the undergraduate course, taking Shenyang Urban Construction University as an example. Secondly, design an effective mode of combining corpus and autonomous learning, by guiding students to use retrieval software to retrieve and operate corpus. Finally, the research group applied the autonomous learning mode to daily teaching, analyzed the problems encountered, and optimized the solutions. The use of bilingual parallel corpora in translation teaching can not only allow learners to see their own shortcomings and gaps in translation more intuitively, but also provide teachers with data support in terms of vocabulary, phrases and sentence structure. The dynamic and timely feedback of the Chinese-English bilingual parallel corpus can help improve students' learning autonomy and classroom teaching effect.

2.3 Main problems to be solved

The research group will take Shenyang Urban Construction University as the research object to analyze the problems and contradictions in the traditional translation autonomous learning mode in private colleges and universities. The specific problems are as follows:

First, the autonomous learning mode of the course is rigid. The traditional translation autonomous learning is mostly teacher-centered, and the translation theory and skills are taught in the form of MOOC with little interaction. Students passively accept translation theories and techniques before the class.

Second, it lack practical operation. Students are in the comprehension stage, lacking corresponding practice and insufficient translation practice. Teachers' corrections on students' practice translation assignments are not up to the desired number. Feedback on translation problems is not timely, and translation practice results are not significantly improved.

Third, the organization is mainly based on personal manual translation. In and out of class, students only rely on dictionaries and pen and paper to translate by hand, rarely relying on the strength of others, and fighting each other independently. There are few opportunities to exchange translation experience with classmates in and out of class.

Fourth, there is a gap between the teaching content and students' future career and life. The content of autonomous learning is not highly relevant to future employment. The type of talents required by the job market is not clear, and the content of learning is still focused on basic knowledge and difficult theoretical teaching as before. There is no transformation to the direction of cultivating professional application ability and practical ability .

2.4 Objectives to be achieved by research and practice

The goal of the research and practice of this subject is to design and apply a new model of Chinese-English bilingual parallel corpus in the cultivation of students' autonomous learning and translation ability. Students search the language features of Chinese-English bilingual corpus in terms of vocabulary, syntax and text, and obtain translation relationships and translation skills of words, sentences or structures.

2.5 Basic conditions for research

As for the research technology equipment, most corpus soft-wares are free and can be tried online for free at any time, and students can get it as long as they use their mobile phones. Network has been fully covered in Shenyang Urban Construction University and the intelligent listening and speaking room is also open to students. Students can use the software related to Chinese-English bilingual parallel corpus to practice translation independently. In the technical requirements of the corpus translation teaching mode, a technical guidance group has been established, and at the same time, the corpus translation software user manual has been organized to facilitate students to learn independently after class.

2.6 Research method

First, a questionnaire survey was conducted on students, teachers and counselors of various majors in Shenyang Urban Construction College, and the results were sorted, counted and analyzed. Conclusion.

Second, the researchers learn about the current situation of college English translation autonomous learning in our school through listening and observation.

Third, the members of the research group discuss the statistical data and come to the content worthy of research.

Fourth, by studying the specific teaching cases of the 2020 sophomore undergraduates of Shenyang Urban Construction Institute, and applying the new model of combining Chinese-English bilingual parallel corpus with translation teaching, it provides evidence support for this project.

3. Conclusion

This study is about an innovative model that combines computer-assisted translation technology and autonomous learning. It is a practice-oriented, student-centered, and professional translation autonomous learning model that can not only improve students' translation practice ability, but also cultivate students' translation practice ability. Students' awareness of teamwork and putting what they have learned into practice will produce certain social and economic benefits. This autonomous learning mode not only conforms to the reform direction of college English translation teaching for the cultivation of private undergraduate technical and technical talents, but also conforms to the demand trend of social and economic development for professional and skilled translation talents.

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