

Parallel Corpus in Translation Training: Insights from Implementing a Large-Scale Parallel Corpus

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The ability to compile corpora, use corpus tools, and apply corpus evidence for translational decisions has been widely viewed as a fundamental component of translation competence (Varantola, 2003). Among the various types of corpora, parallel corpora have proved to be the most useful and effective because they can provide straightforward translation solutions for translators (Liu 2020). Numerous studies have shown that parallel corpora can help student translators extract the desired terminology or concordances (Santos & Frankenberg-Garcia, 2007), observe how expert translators handle problems in translation (Monzó Nebot, 2008), and explore how information might be lost or supplemented during the translation process (Pearson, 2003). In view of the obvious merits, parallel corpora are believed to play a significant role in enhancing translation trainees' competence and confidence (Zhu & Wang, 2011). Despite their perceived benefits, there is a lack of longitudinal and empirical research to evaluate the effectiveness of corpus use in translator training (Frérot, 2016). Most previous studies are conceptual rather than empirical, with studies often focusing on examining the merits of corpus-assisted translation. For this reason, more experimental studies are needed to evaluate the use of corpus in translator training.

Based on a large-scale parallel corpus (<http://www.tr-corpus.com>), the current study aims to fill the research gap by using experimental studies to explore the roles and functions of parallel corpora in the translation classroom. Using a pretest-training-posttest design, this study compares two groups of MA students majoring in translation, i.e., an experimental group using a parallel corpus and a control group using non-corpus translation resources. Multiple sources of data were collected for triangulation, including audio recordings of the class, screencasts of trainees' translation process, translation products, stimulated recall with retrospective verbal reports, and semi-structured interviews. This study has uncovered the affordances and challenges of using a large-scale parallel corpus in translation teaching. Implications on how translation educators can better incorporate parallel corpora in translation teaching will also be discussed in relation to the findings.

Keywords

parallel corpora; experimental studies, translation competence experimental group, control group

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