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Н.Р. Султанова

Российский университет дружбы народов

**КОРПУСЫ В КАЧЕСТВЕ УЧЕБНОГО ПОСОБИЯ В
ИЗУЧЕНИИ ЯЗЫКА И ПЕРЕВОДА**

В статье анализируется использование корпусов в подготовке будущих переводчиков. Так же рассматриваются основные причины важности роли корпуса в исходном языке при обучении переводу, особенно в качестве аутентичного материала, который станет основой для заданий в отношении текстовых явлений, которые могут стать проблемой для начинающих переводчиков.

Ключевые слова: корпусная лингвистика, одноязычный корпус, обучение переводу, переводчик.

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N.R. Sultanova

Peoples' Friendship University of Russia

**CORPORA AS A TRAINING RESOURCE IN
LANGUAGE LEARNING AND TRANSLATION**

The article analyzes the use of corpora in preparation of future translators. It discusses principal reasons for the importance of the usage of corpus in an original language in translation training, especially as the authentic material, which will be the main tasks for the text in relation to phenomena which can be a problem for novice translators.

Key words: corpus linguistics, monolingual corpora, translation training, translator/interpreter.

Introduction

Nowadays, the corpus-based approach to studying translation becomes more and more popular, as it helps to operate with wealth of information. All types of corpora are verified as reliable data in translation teaching and pedagogy. According to Olohan [10] interpreters spend more than a half of their time conferring the resources. Corpora exaggerate both quality and speed of the translation, making the text more native-like; serve as a helpful resource to developing an understanding of conventions and norms in different languages. This paper discusses methods of using corpora as translation aid and in the interpretation training from an intercultural perspective.

Materials and methods

In language teaching and translation discipline corpus-based method of linguistics becomes very essential. In this approach, corpora are observed both from definitive and functional views [Error: Reference source not found]. Corpora of translations were studied in details through comparison of original texts due to substantiating peculiarities of translation source-target-language sequence.

The educational materials which are made from pedagogic corpora show numerous advantages; Braun highlights the most important of them:

- giving sensible circumstances, indicating dialect in "genuine" connections, instead of writings that are built for the sole motivation behind learning;
- returning rich query items, giving more assorted data than that delivered by dictionaries;
- showing a definite nature, indicating how the language works [5];

Conforming to the requirements in language teaching, this approach motivates learners to take control of their learning and be more self-sufficient. Whereas, corpora as an aid allows making immediate research of needed information in the automatic mode with minimum effort.

According to Pearson, parallel corpus is used to discern how a particular word was interpreted by other translators, and aids students while coming across with translation problems between the languages, so this helps getting good practice concerning certain language expression [3].

This approach will be helpful when translating professional language, because the terminology is unfamiliar both in learner's native and foreign languages, for the reason that in comparable corpora, texts are chosen according to a particular model or criteria, for example, according to the genre or the same period of time.

One general use of SL corpora is that of giving the learner interpreter the chance to figure out how a SL corpus might work as an interpretation help. There is nothing particular to a SL corpus: a wide range of translational-applicable corpora ought to be utilized as a part of interpreter preparing with a specific end goal to show students how corpora can be helpful to them in their future professions, and to give them as much practice as could reasonably be expected [Error: Reference source not found].

As the other corpora types, a source language corpus is a potential source of both semantic and broad data. In the previous

case, the general use to which the corpus may be put is that of giving additional data with estimate to parts of the source content, quite in situations where the interpreter wishes to check whether a specific thing or part of dialect is regular of the dialect or content sort, or whether it is stamped. This will be helpful if the source language is not the interpreter's native language [4]. As to exhaustive data, target language corpus could, give the very same data as the source language corpus, on a basic level. Such corpus utilization is concerned; it may better to talk as far as topic corpora instead of dialect particular (SL or TL) corpora.

Results and discussions

Xiao surveys various contextual analyses utilizing particular multilingual corpora to show domain particular interpretation [12]. Parallel concordance is not just valuable in interpretation instructing; it can likewise help the purported 'equal learning' [5], where two dialect learners from distinctive L1 foundations are combined to help one another take in their vernacular. And it is obvious that corpora can be used while teaching language for both competent correspondence and peculiar function.

The creation of corpora in language teaching method and inter-language study has been invited as a standout amongst the most energizing late improvements in corpus-based approach concentrates on [Error: Reference source not found]. On the off chance that local speaker corpora of the objective dialect give a top-down way to deal with utilizing corpora as a part of language teaching method, learner corpora give a bottom-up way to deal with language pedagogy.

Language acquisition occurs in the learner's mind, and can't be watched straightforwardly and must be analyzed from a mental viewpoint. However, if learner performance data is formed and obliged by such a mental procedure, it at any rate gives circuitous, perceptible, and experimental confirmation for the language acquisition process [Error: Reference source not found]. Note that utilizing item as confirmation for procedure may not be less

reliable; this can be the main reasonable method for finding procedure.

The fundamental corpus capacities, for example, concordances and key-word records, which may be considered traditional approaches to endeavor corpora, are used frequently by the learners in arrangement of studies. This is regardless of the incorporation of an exhibit of the different corpus capacities, which are classroom contact time, and in addition practices guide learners in the usage of, for instance, the concordance function. This is by all accounts with regards to recommendations in the language learning writing, which express that littler corpora are for the most part favored, at any rate to start with [Error: Reference source not found], linking corpus-based procedures (concordances, key-word lists, and so on.) with whole- and whole-corpus reading, in a discourse based approach [7,8,12].

Conclusions

The developing corpus-based on methodologies and beginning advances mentioned above are promising. However, courses in which such corpora can be used instructively are just beginning of development, and there is so far an absence of experimental studies showing the application of pedagogically-modified, corpus-based assets in preparing practice. A last point is that self-study helps learners with a space to explore the corpus-predicated materials in their own specific manner and at their own particular pace. This subsequently encourages some level of personalization in the preparation procedure, guiding learners to set their own particular learning objectives and to address these as relevant.

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Т.В. Толстова

**Самарский государственный аэрокосмический
университет им. С.П. Королёва**

**КУЛЬТУРНО-ОБУСЛОВЛЕННЫЕ ОТЛИЧИЯ
АВТОРСКИХ РЕЗЮМЕ К СТАТЬЯМ В РОССИЙСКИХ
И МЕЖДУНАРОДНЫХ ЖУРНАЛАХ**

Цель работы – проанализировать культурные отличия в текстах аннотаций к статьям российских и международных журналов. Сочетание корпусных методов и когнитивного подхода позволило выявить ряд отличительных особенностей в указанных текстах с точки зрения объёма, риторической структуры и словарного состава.

Ключевые слова: аннотации к российским статьям, корпус, жанровый анализ, риторическая структура.

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T.V. Tolstova

Samara State Aerospace University