

Using corpora in the translation classroom: An integrated approach

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The Projects



TraMOOC, 'Cracking the Language barrier', /H2020-ICT-2014-1 (Grant Agreement number 644333), 11 languages
<http://tramooc.eu/>

Eurolect Observatory

Eurolect Observatory , 11 languages
<http://www.unint.eu/en/research/research-groups/39-higher-education/490-eurolect-observatory-interlingual-and-intralingual-analysis-of-legal-varieties-in-the-eu-setting.html>



Training of National Judges in EU Competition Law and Judicial Cooperation between National Competition Law Judges Ref.: HT: 4983, 6 languages

The Undergraduate Programme

- 4-year BA in Trilingual Translation, Ionian University
- Students work with EN-EL and either EN-FR or EN-DE
- 3rd year students choose two from three streams: Literary Translation, Technical and Scientific Translation and Institutional Translation (EN-EL and EL-EN + FR-EL and EL-FR or DE-EL + EL-DE). They attend them over the course of three semesters.

Institutional Translation Module

- In the Institutional Translation Module, students are asked to do a group project (3-4 students per group) working with corpora:

This year:

1. Find in the Curia website CJEU judgements (English and Greek versions) dealing with a particular assigned subject matter, e.g. agriculture and fisheries, data protection, competition, the environment, energy, taxation, etc. and a particular timeframe.
2. Download them, and store them in txt format and in UTF-8 encoding (building of a parallel bilingual corpus).
3. Add metadata using the BabelPad text editor.
4. Using AntConc (Wordlists, Concordance & N-grams), extract terms and N-grams (multi-word expressions) in the English corpus and find their equivalents in the Greek corpus.
5. Build a glossary in Excel consisting of EN terms, EL terms (incl. multiple renderings) and their source.

Result: Corpus consisting of 480 CJEU judgments (2000-2017), 1.724.000 words (EN corpus) and 2.248.000 (EL corpus) and 22 glossaries

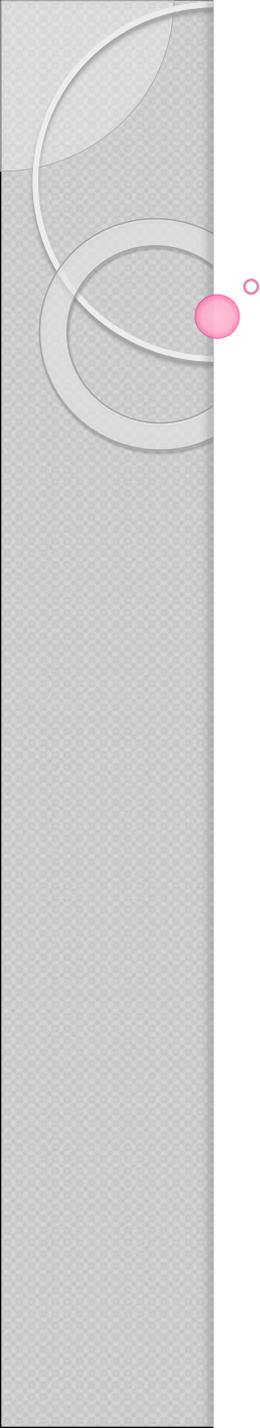
Translation Tools Module

In the final year, students attend a compulsory Translation Tools Module. They are familiarised with:

- CAT-Tools
- Machine Translation
- Crowdsourcing

They are asked to use the glossaries they built in the Institutional Translation Module and the bilingual corpus they compiled with the CAT Tools they learn.

- Glossaries will become termbases.
- Corpora will be aligned to become translation memories.



Benefits

1. One Module feeds into the other
2. Students develop their research skills
3. Students understand better the use of terms in a specific *genre* and subject area
4. Students identify and understand better the strategies used to transfer them into the target language (TL)
5. Students learn the importance of corpora
6. Students learn how to compile & analyse corpora
7. Students learn how to use AntConc
8. Students learn how to optimally use resources they themselves create
9. Students enrich their language resources, esp. important for low-resource languages.
10. Students appreciate the fruits of their work since we plan to make these glossaries publicly available on the Department webpage, but also through CLARIN

Questions?

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Thank you!

