
A Corpus-based Approach to Teaching Translation: Can it be implemented in Thai Undergraduate Classrooms?

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Abstract

The corpus-based approach to translation pedagogy and research has been increasingly employed in a number of countries; however, its significance in regards to the teaching of translation, especially in the Thai undergraduate context, has neither been fully explored nor tested as evidenced by the fact that this type of computer-aided teaching is rarely found in translation programs at universities in Thailand. The aims of this article are to discuss the effectiveness of the corpus-based approach as well as the other advantages it provides for teaching translation in the hopes that it will encourage teachers to implement the method in translation classrooms. The article starts with a review of the literature on the application of the corpus-based method in the field of translation. Then an explanation of the characteristics of a traditional translation classroom is provided. This leads to the next part in which the benefits of using the corpus-based approach in teaching translation are reviewed. Finally, an argument for the use of this approach with Thai undergraduate students in translation classrooms is put forth.

Keywords: a corpus-based approach, teaching translation, Thai learners, undergraduate classrooms

บทคัดย่อ

แนวทางการสอนโดยใช้คลังข้อมูลภาษาในการเรียนการสอนและการวิจัยในการแปลได้มีการนำมาใช้เพิ่มขึ้นในหลายๆ ประเทศ แต่อย่างไรก็ตาม การศึกษาหรือสำรวจในเรื่องความสำคัญของแนวทางดังกล่าวต่อการสอนการแปล โดยเฉพาะอย่างยิ่งกับผู้เรียนชาวไทยในห้องเรียนระดับปริญญาตรี ยังไม่เป็นที่ปรากฏมากนัก เนื่องจากพบว่าไม่ค่อยมีการนำคอมพิวเตอร์มาเป็นเครื่องมือช่วยด้วยวิธีดังกล่าวในหลักสูตรวิชาการแปลในมหาวิทยาลัยในประเทศไทย บทความนี้จึงมีวัตถุประสงค์ที่จะอธิบายถึงประสิทธิผลและข้อดีของแนวทางการใช้คลังข้อมูลภาษาในการสอนการแปล โดยหวังว่าจะช่วยสนับสนุนให้ผู้สอนนำวิธีดังกล่าวมาใช้ในห้องเรียนวิชาการแปล โดยเริ่มจากการทบทวนวรรณกรรมในเรื่องการนำคลังข้อมูลภาษามาใช้ในแวดวงการแปล จากนั้นนำเสนอลักษณะของห้องเรียนแบบดั้งเดิมที่สอนการแปล ซึ่งจะนำไปสู่การอภิปรายประโยชน์ของการใช้แนวทางการสอนโดยใช้คลังข้อมูลภาษาในการสอนการแปลในลำดับถัดไป และประเด็นสุดท้ายเป็นการอภิปรายเสนอข้อคิดเห็นถึงการนำวิธีดังกล่าวมาใช้ในห้องเรียนวิชาการแปลระดับปริญญาตรีกับผู้เรียนชาวไทย

คำสำคัญ: แนวทางการสอนโดยใช้คลังข้อมูลภาษา การสอนการแปล ผู้เรียนชาวไทย ห้องเรียนระดับปริญญาตรี

Introduction

With the advancement of technology, it is inevitable that it becomes an increasingly significant tool in helping students and teachers in their learning and teaching. The widespread use of new software programs and the Internet has created enormous opportunities for instructors to employ these technologies to assist learners in enhancing their language abilities through the use of computers. Many studies have shown that computers allow for a more relaxed learning atmosphere and make the task

of language learning more interesting and meaningful for learners. More importantly, computers have also made it possible for vast quantities of text to be readily comparable, manageable, storable, and extractable at the touch of a button whenever necessary and for whatever designated purposes (Zhu & Yip, 2010).

With these distinguishing characteristics and the rapid evolution of computer systems, corpora (the plural of “corpus”) accessible via computer, offers a wealth of naturally-occurring texts which have been rapidly exploited in the field of language education, particularly in translation studies. Mona Baker is widely known as the first linguist to apply corpora to translation and predicted that “the availability of large corpora of both original and translated text together with the development of a corpus-driven methodology will enable scholars to uncover the nature of translated texts as a mediated communicative event” (1993: 243). This idea influenced later translation scholars such as Laviosa (1998), who suggest that the “corpus-based approach” would become the “new paradigm in translation studies”. With this approach, corpora provide a “viable and fruitful perspective” and “a novel and systematic way” of research which “addresses a variety of issues pertaining to theory, description, and the practice of translation” (Laviosa, 1998).

Corpora are nowadays enjoying increasing popularity in both translation theory and practice, filling in for a notorious lack of tools and methods in these areas. According to Bernardini (2004), at the cross-roads between language pedagogy and translation studies, translator education would seem to be potentially one of the areas to gain most profoundly from corpus use. In addition, corpora were shown to provide trainee translators with terminological and conceptual information (Zanettin, 1998), collocational information (Stewart, 2000; Kubler, 2003), and contrastive knowledge about the two languages involved (Zanettin, 2001; Schmied, 2002). From the perspective of translation pedagogy, a number of researchers have attested to the important role of corpora as aids in translation teaching (Bowker, 2000; Gavioli, 2001; Varantola, 2003) since they can help provide translations of a higher quality in terms of subject field understanding, correct term choice and idiomatic expression,

compared to translations produced using conventional resources available to translators such as dictionaries (Bowker, 1998).

However, although a number of researchers and studies have addressed the positive aspects of using corpora in translation pedagogy, some also mention the drawbacks, such as when the information or context found in the corpus is solely relied on and analyzed for deduction of information without consideration of other issues. In addition to this, the studies on using the corpus-based approach in teaching translation to undergraduates, especially Thai students, are limited. Thus, the review of the literature on this issue highlights the most significant issues involved in applying the corpus-based approach to teaching translation after an explanation of the characteristics of a traditional translation classroom is first provided. After that, the advantages of using the approach are discussed as well as its potential for use in teaching translation in undergraduate classrooms in Thailand.

Traditional translation classrooms

Teaching translation in the traditional way normally involves a teacher being the sole speaker in class. The teacher plays the most significant role in transmitting knowledge, often with the use of a blackboard (or other visual aids), to students who are eager to find the answers to their questions in their teacher's words (Vaezian, 2009). The blackboard is employed as the main tool in class to display and highlight the essential points of what is being explained or what students should be aware of regarding translation. In such classes, the teacher is the person who chooses the text to be translated and presents it to students to practice their translation skill. Then students submit their work to the teacher who will return the task to them with their feedback or correction, which may or may not create greater awareness of what an adequate translation should be or provide any translation strategies for the students. The students may make notes about the teacher's feedback on the returned

translations, but may never look at them again, so it is felt that this learning style should be discouraged (Newmark, 1991).

In a traditional class, students are passive learners and are often requested to read their translations out loud one by one with the teacher commenting on them. At the end, the most accurate translation is presented by the teacher to the class. This learning practice might not be the most effective way of teaching for the students as they have to take on most of the burden for developing their translation skill themselves (Bernardini, 1997). They may also become stressed due to having to translate a text on their own in a limited period of time. It can also be very tedious for them when they are ordered to translate texts in every class. As a result, they may lose motivation for learning in class or skip the class altogether. Moreover, since teachers are the absolute authority in the classroom, traditional teacher-based translation classes lack “a motivating component” (Gonzales Davies, 2005). Malmkjær (2004) also notes that if students lose motivation, which he sees as the most precious of all the elements in a learning situation, their learning will be adversely affected. Due to these factors, students may be more appropriately assisted in the acquisition of knowledge or information if they are provided with a more relaxed and less demanding environment.

From the teacher’s perspective, they are, in the traditional translation class, always expected to know all of the answers to their students’ questions. Azizinenezhad and Hashemi (2011) state that teachers following this method shoulder too much responsibility for their teaching in the classroom since they also have to make sure that their students understand everything taught. In light of this, the translation teacher may have too much of a role in students’ successful learning. This idea is supported by Newmark (1991), who claims that the success of any translation course must depend 65% on the personality of the teacher, and the rest on the course design and materials. Since teachers have different personalities, a student may encounter any one of a variety of teaching styles. If students study with a less-than-energetic or uninspiring teacher, they may not become a successful learner in a translation course. Although Azizinenezhad and Hashemi point out that the traditional

method is a good approach where there is efficient communication between teachers and students, it is implied that the successfulness of the method chiefly relies on the teachers being heavily involved in conveying information in class. Consequently, teachers who are poor communicators could severely hamper the learning process as they are the main determiner of the quality of education (Wenglinsky, 2001).

Additionally, it is common in the traditional translation classroom for students to rely heavily on the use of dictionaries while working on their assigned tasks. The majority of these students opt to use bilingual dictionaries giving word-based equivalents. While these dictionaries provide a wealth of lexical information, especially for translation of nouns, a heavily word-based view of two languages may lead students to believe that only words in a list given as equivalents in the dictionaries are good choices to be used as the equivalent of a search word. This may also lead students to consider language being only about vocabulary and translating only a matter of finding an equivalent word in a target language (TL) to replace the meaning of a word in a source language (SL) (Saibua, 1999). They tend to strive for a “correctness/equivalence” which they believe the dictionary can give them (Gonzalez Davies, 2004) while overlooking the contextual component which should be regarded as the main concern in translating texts from the SL into the TL. This vital factor cannot be found in those dictionaries as they generally lack collocation information, for example, a verb-noun relation, which may not be apparent in a sentence or clause. Although the dictionaries are readily available for use, students must bear in mind that they cannot provide all the translation information they may be looking for. According to Newmark (1991), if there is a risk that an unimaginative, unconfident, lazy or just hard-pressed translator will opt for the easier solution of using what he or she finds in the dictionary rather than thinking beyond the dictionary, then a bilingual dictionary is more of a liability than a help. It is undeniable that bilingual dictionaries are indispensable but they need to be employed as a starting point in searching for the meaning of a word rather than the ending point in obtaining an equivalent.

Why the corpus-based approach to teaching translation?

In recent years a large number of studies within the discipline of translation studies have focused on corpora and their application in translation classrooms. Such studies have mainly looked into the type of information trainee translators can elicit from corpora and the effect of using corpus data on the quality of translation produced. In terms of the direction of teaching translation, translation training does seem to be moving away gradually from the traditional teacher and text-centered instruction based on the “read and translate” directive and is drawing from more updated pedagogical approaches such as the communicative, the humanistic or the social constructivist approaches (Kiraly, 2000; Gonzalez Davies, 2004) as well as from methods such as task-based learning to training, learner autonomy and team work (Hurtado, 2000 as cited in Malmkjær (2004); Gonzalez Davies, 2003).

By introducing the corpora and concordance into the classrooms, teachers can expose their students to multiple input sources, which can enrich their learning and the translation experience enormously. In translation studies, corpora generally refer to “collections of texts held in machine-readable form and capable of being analyzed automatically or semi-automatically in a variety of ways” (Baker, 1995: 225). The approach uses aligned texts—pairs of source and target-language texts—meaning that the source and target-language texts are structurally matched often at the sentence level. Statistical calculations are then performed on the aligned bilingual texts to establish the probabilities of various translation equivalents, or examples are extracted from the aligned bilingual texts by matching examples (strings of source-language and target-language words, phrases or sentences) (Quah, 2006). Considering the types of corpora, different terminology has been mentioned and given explanation. However, according to Baker (1995), corpora applicable to translation research include mainly parallel (bilingual) corpora, comparable corpora and multilingual corpora.

1. *Parallel (bilingual) corpora*: These consist of original texts and their translated versions. They have traditionally been the most popular data for research in translation studies and can provide those patterns of language use specific to certain

target texts, and should thus be very informative regarding particular translation practices and procedures used by the translator.

2. *Comparable corpora*: These are two separate collections of texts in the same language, one consisting of original texts, the other of translations in that language. Comparable corpora are useful research tools for investigating the type of linguistic features which are typical of translated texts.

3. *Multilingual corpora*: These are sets of two or more monolingual corpora in different languages and, as such, can be exploited to reveal more about the typical means employed by two or more languages to express similar meanings.

Parallel corpora, in particular, have contributed to translation studies in many respects (Baker, 1995). They help to postulate equivalence relationships between lexical items or structures in the SL and TL. They also enable learners to study translational norms or normal patterns of translation and typical features of translated texts. Moreover, they can help dispel learners' misperception that there is a word-for-word equivalence between different languages (Barlow, 2000). In addition to this, the following are other benefits of using parallel corpora (Aijmer & Altenberg, 1996):

- they provide new insights into the languages compared;
- they can be used for a range of comparative purposes and increase understanding of language-specific, typological and cultural differences, as well as of universal features;
- they illuminate differences between source texts and translations, and between native and non-native texts; and
- they can be used for a number of practical applications, e.g., in lexicography, language teaching, and translation.

Apart from the corpora, concordance is a technique that has been increasingly employed in second language acquisition in the classroom, particularly in translation. It has gained popularity as being a source of empirical teaching data since the development of computerized systems and their wide-spread availability has made

large text corpora and concordancing software readily accessible to researchers and educators. According to Quah (2006), concordance allows the user to select a particular word or phrase and displays the uses of that word or phrase in the selected corpus in order to show where and how often it occurs, and in what linguistic contexts it appears. The output is called a concordance. The concorded word is shown in the centre of each line displayed in the concordance so that the user can quickly scan the results (called a mono concordancer) and obtain information about a key word in its context in only one language. However, in the translation classroom, a parallel concordancer is preferable to analyze parallel texts by providing searched words in a language and displaying results which are the equivalent text segment (sentence) in another language.

To illustrate, Sutthichatchawanwong (2006) used the Key Word In Context (KWIC) concordancing program as a tool to examine meaning and form equivalence when translating Thai serialized verbs into English. Using the concordancing program for the translation of certain concepts denoted by verb serialization, the researcher showed that some linguistic representations occurred more frequently than others. Those occurring most often were consequently proposed as the most likely form for the conveying of a certain concept into the English translation. In addition, the finding supports the assertion that there are no one-to-one correspondences between the original texts in Thai and their translations in English. If such a program is employed as a teaching aid in translation classrooms, it would help students to have a broader view about translation rather than only focusing on finding an equivalent word in a TL.

As discussed above, corpora and concordance, particularly parallel corpora and parallel concordancers, have been shown to be beneficial in teaching translation in this era in which computers and the Internet are readily accessible. Using a process-oriented perspective, corpus-based analyses have led to a new inductive teaching methodology called data-driven learning (DDL). Johns and King (1991) describe DDL as “the use in the classroom of computer-generated concordances to get students to explore regularities of patterning in the TL, and the development of activities and

exercises based on concordance output”. This DDL practice can be integrated into translation teaching. Under this approach, students have a direct involvement with corpora or concordancers since they have to access the data in order to analyze them on their own and arrive inductively and through discussion at the solution to a linguistic problem, instead of passively memorizing a rule explained by the teacher. By having corpus-based learning activities involving concordance programs in class, students can develop skills that are immediately relevant for the education of translators, in terms of awareness, reflectiveness and resourcefulness (Bernardini, 1997). According to Li and Dai (2014), such learning emphasizing exploring also raises interest, allowing students to participate more actively and stimulating initiative as well as enabling high learning efficiency. In addition, by exploring the corpus, students can gain a greater sense of accomplishment in their learning. More importantly, putting the learners in charge can lead to increased autonomy, which is one of the desired characteristics of life-long learners.

Further support for the pedagogic use of corpora can be found in Bernardini (2004), who states that they can also reveal the spontaneous behavior of native speakers of a foreign language, and consequently provide a vantage viewpoint to observe the appropriate use of such a language in context. With this distinctive feature, corpora can be greatly advantageous for students in translation classrooms since they can offer a plethora of authentic language materials with the use of advanced retrieval software. Some studies claim that using authentic texts has a positive effect on students’ motivation since such texts give students exposure to real language in a real context (Berardo, 2006) and develop effective skills and strategies for the real world (Guariento & Morley, 2001). This form of learning will, for example, create a more active atmosphere and challenge the learners to explore the authentic texts in the concordances.

In addition, corpora can provide larger and more up-to-date resources and better materials that are needed in explanation to students (Shen, 2010). In other words, they can offer information on how a language works “that may not be accessible to native speaker intuition” (Hunston, 2005). Apart from this, corpora can

help translation students become familiar with common collocations, sentence patterns, discourse markers, etc. in a TL as they provide resources that allows students to see terms in a variety of contexts simultaneously. For instance, graduate students in business and economics translation courses found monolingual specialized TL corpora useful when choosing correct terms as they provide information about relevant common word collocations (Mallikamas, 2001). This is consistent with Sinclair (1991), who stated that a major reason for using computer corpora was the quality of linguistic evidence, particularly on collocations and typical uses of lexical items, vastly superior to the analyst's intuition. Thus, with the help of corpora, the translator can easily find the most suitable words and expressions (Lavion, 2002) which perhaps are not available in dictionaries. As a result, the translated texts will look more native in a TL—an important goal in translation.

In contrast to the traditional translation class, the teacher using a corpus-based approach is not the absolute authority and experiences less pressure in their teaching. This is because the teacher is no longer expected to be the depository of the answers to all questions, but rather it is the corpus which is used to answer students' questions and solve translation problems (Vaezian, 2009). Instead of acting as the absolute authority, the teacher acts more as an assistant who helps students learn how to query corpora to find answers to their questions. This kind of relationship is in line with the social constructivist approach to translator education, which emphasizes student's autonomy and cooperation (Kiraly, 2000). At the same time, evidential explanations discovered by students in the corpora serve to back up explanations given by teachers in class which students may not otherwise find convincing.

Apart from this, the corpus-based method frees students' learning success from its dependence on the teaching style of the instructor, whose different characteristics may have a negative effect on their learning. Based on a study by Azizinenezhad and Hashemi (2011), students in a technologically-equipped class (power point slides, computers, Internet) were more satisfied with the lessons taught because such classes were found to be less boring and go faster as the teacher does not have to spend time writing on the board and students always have something different to do.

Consequently, students have a greater chance to achieve success in their learning. This is supported by Krashen's Affective Filter Hypothesis, which states that learners are more likely to benefit from comprehensible input when they feel happy. The findings from the research by Li and Dai (2014) strongly indicate that corpus-based teaching is more effective than simply direct instruction in improving students' translation performance.

Using the corpus-based approach in Thai undergraduate classrooms: Is it possible?

Because of the advantages discussed above, corpus-based translation teaching should take on a significant role in the classroom. To date, there are a number of studies conducted in various educational institutes investigating the use of the corpus-based approach in translation classrooms (Zhu & Yip, 2010; Awal, ed al, 2011; Azizinenezhad & Hashemi, 2011; Li & Dai, 2014). The findings of these studies show the positive outcome of using the method in regards to translation pedagogy. In regards to the Thai context, Mallikamas and Aroonmanakun (2006) explored the impact of the specialized English corpus on translation between Thai and English used by graduated students. Likewise, the results revealed that the corpus provided a useful resource for these trainee translators and this had potential implications that could eventually lead to the improvement of teaching methodology. For undergraduate translation classes, however, no similar empirical study has been conducted.

In Thailand at present, a number of universities offer programs or courses in translation of Thai, English and other languages. Some include the courses as either a compulsory or as an elective subject in undergraduate programs whereas others only provide the translation program at the master's degree level. For example, the course "Translation for Communication Arts" at Chulalongkorn University Language Institute (CULI) is required for certain majors of undergraduate students of the Faculty of Communication Arts. By the end of the course, according to the course

objectives stated in the course syllabus, students are expected to be able to translate various types of texts, e.g., articles, news and advertisements. At the graduate level, many universities offer a master's degree in translation such as Chulalongkorn University, Ramkhamhaeng University, Thammasat University and Mae Fah Luang University. Examining the course information appearing on the university websites, it can be seen that many of the subjects provided in the program focus on teaching and practicing translation of different types of texts along with other topics such as translation theory, cultural considerations in translation, and language use. The use of corpora, however, is not listed as part of the course content at institutes other than Chulalongkorn University where students are expected to learn the use of corpora and its relevance for translation, translation research and teaching, as well as practice determining terminology of a specialized corpus. The fact the corpora is not widely used in translation classes at most universities in Thailand, even in this digital era, implies that its significance has not yet been fully realized in regards to the field of teaching translation.

In light of the limited use of corpora in Thai translation classrooms, especially at the undergraduate level, it is essential for translation teachers to gain a greater understanding of its usefulness and advantages for teaching and learning in classes and it is hoped that they would ultimately introduce it to their students. However, to raise awareness among teachers could be difficult as many of them may feel uneasy about using it if they do not have a clear picture of what corpora are and how their use can benefit both learners and themselves. In order to achieve this, a first step could be to provide a talk session for translation teachers on corpora and their importance towards teaching translation to build understanding of this useful device and to realize its significance in this digital era. Subsequently, to accomplish this awareness, training on employing corpora as a tool in the translation classroom should be provided for teachers emphasizing its advantages and offering hands-on experience using corpora, likely resulting in the teachers having a positive attitude about it. If there is an unfavorable attitude on the part of the teachers regarding the use of

corpora, this attitude will be directly transmitted to the students and its implementation will fail.

Apart from teachers' awareness and attitude, it is crucial for translation teachers to realize that there will be some changes in their responsibilities as the computer takes on a greater role. The presence of the computer in the classroom generally requires changes in the teachers' role from:

- "transferer of knowledge" to "facilitator" (Davies & Crowther, 1995);
- "authority" to "consultant and facilitator" (Kornum, 1992);
- "director of learning" to "facilitator of learning" (Brett, 1996);
- someone in charge of "telling" to someone in charge of "facilitating learning" (Laurillard, 1995).

Ryba and Anderson (1990) note that integrating computer technology into the classroom changes the teacher's traditional role from a giver of information to a facilitator of information. As a facilitator, the teacher helps students to construct their own knowledge, helps them set their aims for learning and encourages them to examine carefully what they learn. This is consistent with Kiraly (2000), who emphasizes that to maximize the efficacy of students' learning in a translation class, it is important to encourage them to gain knowledge that is constructed by themselves, rather than being simply transmitted to them by their teachers. Based on this principle, Thai teachers should create a corpus-based translation classroom with an underlying inductive teaching method to assist undergraduate students to come to conclusions about what appropriate linguistic patterns are appropriate in translating from a source text into a target text instead of feeding them direct translation examples.

Secondly, in response to the inception of the ASEAN Community coming at the end of 2015, which will intensify the demand for language translation and modern technological tools, innovative translation instruction should be implemented.

According to Prensky (2001), students can be seen as natives of the digital world, while teachers are more like immigrants to the digital world. In order for the teachers to connect with their students, they should adapt their teaching methods and subjects. For instance, instead of giving lectures using a blackboard, translation teachers in an undergraduate class could use parallel concordancing tools to convey important information on relative frequency of different constructions and collocations. The output from the bi-directional search (L1 to L2 and L2 to L1) clearly shows strong and frequent correspondences, giving very good indications of the preferred structures in each language. This would enhance students' competence in recognizing and ultimately selecting the appropriate language to use, while simultaneously assisting teachers in carrying out their teaching work.

Besides using a new teaching method, Gonzalez Davies (2004) suggests that translation classes should adapt to students by incorporating a variety of pedagogical approaches. In this case, if the teachers use the parallel concordancer as a tool in the translation class, it can be adapted to fit different curricula and proficiency levels. For example, undergraduate students enrolling in a translation course at CULI are assigned to their sections based upon their English ability in the pre-requisite course. As a result, by using a selected corpus, the teachers whose students are at a high proficiency level can manage more difficult tasks suitable for learners with a similar ability. Students therefore will likely be more eager to learn and work on assigned tasks which challenge them at an appropriate level. The teachers may assign them:

- concordances of words or structures the teachers want to focus on
- carefully selected concordance material to illustrate a point or guide them to conclude a language use
- “cloze tests” based on concordance material

In addition, teachers should observe the characteristics of their undergraduate translation students so they can adapt their teaching style to suit them and create activities to motivate or make them to be more autonomous problem solvers (Gonzalez Davies, 2004). Based on the author's own experience in teaching a

translation course to undergraduates, most students prefer to work with their peers on tasks assigned in class and tend to work more actively and cooperatively in finding the translated terms or solving the problems in translating. Often, even though a task was individually assigned to each student, they still inevitably discussed it with their friends. Judging from this learning behavior, corpus-aided discovery learning would be an ideal format for an activity or task, giving students a more enjoyable and motivating experience by allowing for more collaboration in a more relaxed atmosphere. Since the presence of various types of authentic language data in the corpus allows for problem-based approaches to language learning, students will be encouraged to discover patterns of language use and to explore different meanings of words according to context in concordance, as well as to compare words in parallel concordance while learning translation. Some examples of tasks for students are:

Studies of lexis (vocabulary)

- How frequently is a certain word (e.g., pass) used?
- How many meanings does the word have?
- In which context does a certain meaning of the word normally occur?
- Which meaning of the word occurs most frequently?
- What is the collocation of the word (e.g., pass through, pass on/upon)?

Studies of syntax (grammar)

- What is the distribution of two grammatical constructions (e.g., the will-future and the be-going-to future)?
- Are verbs, e.g., “start”, “finish”, “continue” followed by an infinitive or a gerund?
- Is the passive voice generally used with or without an agent?

To be able to answer the questions above, students would need to consider, notice, analyze, and synthesize the data along with the context to come up with their conclusion. This process of learning would enhance problem-solving ability and allow them to be more independent learners. Further, the answers they discover to the

questions will remain longer in their minds more so than those directly taught by the teachers.

However, one crucial point is that completing the task with a correct answer should not be evaluated as a goal; rather, learning to analyze and solve a translation problem while doing this stimulus task should be emphasized instead (Bernardini, 2004). Likewise, the accuracy of products or the translated texts should be viewed as an indirect measure of these processes, rather than an end in itself (Kiraly 2000). Therefore, the success of a translation course for undergraduate students should be judged not so much on the basis of product but of processes (Bernardini, 2004).

Based on the above, to implement the corpus-based method in a translation classroom, it would be a good start to follow Chulalongkorn University's education reforms for entering into the Education 3.0 system. According to Pirom Kamolratanakul (2014), the President of Chulalongkorn University, it is necessary to change the teaching and learning process to be based more on the Active Learning method. The concept of the method is "Teach Less, Learn More", which means teachers need to adjust their teaching to promote interactive and collaborative learning while students have to learn more for skills, critical thinking, and problem solving. Technology-driven learning should also be employed as a part of this to further stimulate students' learning.

Conclusion

As technology continues to advance, methods of teaching and learning need to be adjusted to suit digital-aged learners. This is also true for the teaching of translation, especially in undergraduate classrooms. To be a part of the learning reform, the corpus-based approach to translation teaching should be implemented as it is seen to provide various positive learning outcomes. In addition, it also promotes autonomous learning, collaborating, and critical thinking, which are considered important characteristics for learners to possess in the long term, allowing them to

remain competitive in skills necessary for this increasingly borderless world. As students take a more active role in their learning, the teacher will become more of a facilitator rather than an authority or a transmitter of knowledge as in the traditional classroom.

However, the use of corpora in Thai classrooms at present remains limited, and there is a general lack of research regarding the Thai setting. In addition, in-depth investigation is needed to determine the effectiveness of the corpus-based approach in translation classes in Thailand, and to what level the approach can increase Thai students' translation competence. Findings in these areas may in turn lead to further refinement in the tool itself, translation teaching materials and the design of classroom activities.

All in all, the computer should be viewed as an important tool that can supplement and facilitate teaching and learning but not replace the live, unprogrammed feedback and interaction of the teachers who are still the important factor in guiding inexperienced translation students. Therefore, the implementation of corpus-based learning should be initially employed in conjunction with traditional methods in order to enhance effectiveness in the teaching and learning of translation.

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