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Corpora in a systemic functional approach to translation teaching

This paper describes an experiment in corpus-based translation teaching. Each of the corpora discussed consists of a number of German-English translations of the same source text, done by German native speaker students, together with one or more translations of the same text done by native speakers of English.

The experiment had three main aims:

1. to investigate the phenomenon of Learner English, and in particular the phenomenon of L1 (and possibly also L3) interference, in a highly constrained text-creation environment (i.e., in relation to translation rather than free composition);

2. to explore didactic applications of corpora of student L2 errors in the context of an undergraduate course in translation;

3. to ascertain the feasibility of using such corpora in interaction with a multilingual systemic functional computational generative grammar and parser as part of a future computer-aided approach to the difficult task of "learning to translate".

The text corpora discussed in this paper include a corpus of 100 student translations of a short news report on world population growth and a corpus of 37 student translations of a tourist guide to the Chamber of the House of Commons. The discussion of the first of these corpora centres on the problem of classifying errors in terms of their likely *origin* (in relation to the metafunctions, strata and ranks of the systemic functional model of text as instantiation of 'meaning potential') and in terms of their likely *effect* (on the 'usability' of the translation). In the discussion of the second corpus, the focus is on the relation between register, genre and ideology, and on the role of microregisterial variation as a tool for identifying genre-specific text structures.

I would require only an OHP to present this paper.