The Role Of Corpus Linguistics In Translation Teaching And Research; Analysing The Perspectives Of Doctorate Researchers And Lecturers

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Abstract

Corpus linguistics has contributed in the rebuilding and advancement of different study areas, including translation. The focus of this research is to explore the basic roles of corpus linguistics tools in translation teaching and research. The study engaged 375 lecturers and doctorate degree students in translation education and research. The participants offered their views on the frequency of usage of the tools, on the manner in which the corpus linguistics tools facilitate translation teaching and research, and specific ways corpus linguistics tools can assist lecturers and PhD researchers in translation teaching and research. Data was gathered using questionnaire, and analysis was carried out using relevant statistical tools and measures. The findings indicate that the most frequently used corpus linguistics tools, according to the study participants, are the Corpus Query Software such as the Antconc. The data indicates that 63.73% of the respondents affirm that they always use the Corpus Query Software in translation teaching and research. This is closely followed by the use of Concordancers and Corpus Building tools. The results and analysis further indicated that the most rarely used Corpus linguistics tools in translation teaching and research are the Statistical Analysis software such as Python. More than 64% of the study population affirm that they only use these tools sometimes, while 22.14% affirm that they use the tools frequently, and 13.6% confirmed that they never used these tools. The result further indicated that an overwhelming majority of the respondents affirmed various roles of corpus linguistics tools in translation teaching and

research. They also acknowledged specific areas where corpus linguistics tools can help the lecturers and doctorate researchers in translation teaching and research. It is thus concluded that corpus linguistics tools play significant roles both in translation education and in translation research.

1. Introduction

The past several decades has seen a significant shift in translation education and research due to the advent of data-driven systems. Both the efficiency and accuracy of translation methods have improved dramatically as a result of technology developments and the availability of vast amounts of linguistic data. The use of corpus linguistics is one recent innovation that has had significant implications for the research and teaching of translation. Corpus linguistics, the scientific study of massive collections of text, has provided significant insights into language usage and developed into a vital resource for translators (Alves and Vale, 2017; Banos et al., 2013). Data-driven methods have challenged the status quo in translation studies, which formerly relied heavily on human perception and evaluation. There is a new way translators may approach their work thanks to digital corpora, which are enormous collections of spoken and written information.

Corpus linguists employ computational tools and statistical techniques to analyze language patterns and extract meaningful insights. By analyzing real-world language use in a range of circumstances, translators are now more aware of linguistic diversity and produce higher-quality translations as a result (Zanetti, 2014a). Teaching and studying translation are now capable of making use of empirical techniques and evidence-based education as a result of the availability of corpus linguistics tools. When teaching translation, corpus linguistics may help students get a deeper understanding of how language is really used. They can recognize structures, collocations, and idiomatic words for a more accurate and natural translation. Students who are introduced to corpus linguistics techniques in the classroom and learn to acquire, analyze, and evaluate data are better equipped for the problems of the highly competitive translation market (Gozdez, 2021).

Given the revolutionary impact that corpus linguistics has had on translation education and research, it is crucial to get insight into the perspectives of lecturers and doctoral candidates working in the area of translation studies. Understanding all the benefits and drawbacks of using corpus linguistics tools in the classroom requires first understanding how students feel about their usage. This study aims to contribute to the ongoing conversation regarding the use of corpus linguistics in the classroom by diving into their perspectives and shedding light on the advantages and disadvantages of corpus-based translation

approaches. Results will direct translation education, change curriculum, and ultimately enhance translation educational materials to better equip future translators with the knowledge and tools necessary to meet the challenges of an ever-changing translation environment.

2.   Literature Review

Translation education has continuously evolved over the years, witnessing the integration of different techniques and strategies to enhance both theory and practice. The focus inn this review is to explore the historical evolution of translation teaching and research, discuss the integration of corpus linguistics in translation education by elaborating the benefits, and establish the rationale for the choice of lecturers and doctorate students in exploring further roles of corpus linguistics in translation education and research.

2.1.   Evolution of Translation Teaching and Research, and Corpus Linguistics

Following the technological developments and an increasing focus on data-driven methods, translation education and study have experienced profound changes throughout the years. Historically, translators depended primarily on their own instincts and interpretations. Increased evidence-based decision and factually grounded techniques have been used in the discipline with the introduction of computer tools and the accessibility of massive language corpora. Baker (2019b) and Malmkjaer (2008) are among the many scholars who have pointed out how translation studies have evolved from an intuitive to a methodical and data-oriented focus. In light of this trend, corpus linguistics is now given a more central place in translation studies and education.

The study conducted by Alfuraih (2020) indicated that the growing availability of large-scale language corpora is one way in which technology progress has influenced translation education and study. Historically, translators have depended heavily on dictionaries and paralleled texts, both of which have their own built-in restrictions in terms of scope and depth. The incorporation of corpus linguistics, however, has equipped translators with large databases of real-world language usage in a variety of fields and styles. Many researchers, such as Bowker and Pearson (2019) and Laviosa (2004), have discovered the usefulness of corpus-based techniques in translation classes. Students may learn more about linguistic diversity, collocations, and language indicators via the use of corpora, resulting in more accurate and natural translations.

Another study carried out by Laviosa (2013) affirmed that the easy-to-use nature of corpus linguistics techniques has also improved translators' capacity to identify and analyse language patterns, which in turn has

helped them make better translation decisions. Baker (2019) also argued that translators no longer have to depend only on their own perception; instead, they may analyse patterns of language usage in particular situations, pick out recurring collocations or idiomatic phrases, and utilize this information to enhance the quality and fluency of their translations. This research-based method has broadened the scope of translation education and meets the rising need for evidence-based methods. According to Laviosa (2003) and Zanettin (2014a), students benefit from corpus-based translation exercises since it encourages active learning and participation while also providing a better grasp of language structures and translation methodologies. With the incorporation of corpus linguistics into translation education, the subject has been enhanced and translators have gained access to new ideas and tools.

2.2.   Corpus Linguistics and its Integration in Translation Pedagogy

Corpus linguistics, as an area of research, has grown into a useful tool for translation professors because it gives rich data on language usage. Teachers of translation may find that corpus-based approaches, which provide students access to authentic language data, are useful in easing the transition from theory to practice. Researchers such as Bowker and Pearson (2020) and Laviosa (2013) have investigated the use of corpus linguistics in translation education at length, shedding light on the advantages of adding corpora into translation curriculum.

Exposure to a wide range of linguistic resources and varieties of language is one of the main benefits of using corpus linguistics in the classroom while teaching translation. Students may get a well-rounded knowledge of language usage by consulting corpora that include texts from several domains, genres, and registers (Castjeon, 2012; Bernadini, 2016; Biel, 2009; Steiner, 2017). The ability to translate accurately and culturally appropriately relies on students' exposure to real language data, which improves students' language skills, cultural understanding, and contextual knowledge.

Learner independence and analytical reasoning are further bolstered by corpus-based strategies (Lopez and Ines, 2019; Mikhailov and Cooper, 2016; Paquilin, 2005). Collocations and phraseology are two examples of significant translation units that may be discovered and studied by students individually, allowing for more expressive and natural translations. Students may become more invested in their own education by using corpus linguistics tools to perform data-driven research. Corpus-based translation exercises, as emphasized by Laviosa (2004) and Zanettin (2006), fascinate learners and get them to reflect creatively about linguistic patterns and translation processes.

In addition, the incorporation of corpus linguistics into translation education has helped students and instructors equally gain a deeper appreciation for and competence with the translation process (Kohn, 1996; Kubler et al., 2018; Laufer and Girsai, 2008; Farantinuoli and Zanetti, 2015). The empirical data supplied by corpus-based research has informed translation theories and widened the field's understanding. Teachers of translation may better prepare their students for the challenges of real-world translation by using corpus linguistics techniques to help them traverse the field's complex and ever-changing terrain (Jekat and Massey, 2003; Granger, 2003; Turchi et al., 2008).

2.3.   Corpus Linguistics and Translation Theories

Corpus linguistics has had a big impact on the field of translation theory by offering concrete examples and new ways of looking at how translation works. The incorporation of corpus linguistics to translation theory has helped researchers in translation studies learn more about how translation works and how complicated language use and translation processes are (Steiner, 2017; Alves and Valle, 2017; Biel, 2009). Corpus-based studies have pushed and improved standard translation theories by making observations and analyses based on data.

The capacity to identify patterns in the usage of language is a significant contribution made by corpus linguistics to the field of translation theory. By examining huge data sets where expert translators frequently make the same translation judgments, researchers may study their methods. The idea of similarity has been clarified and the challenges faced by translators in identifying correct correspondences between texts written in different languages and cultural settings have been shown in studies based on corpora (Garcia, 2002; Kolfunski, 2013; Zenatti, 2014a). The discipline of translation studies has changed as a result of corpus linguistics, with a greater emphasis now being placed on pragmatic and empirically based techniques (Toury, 1995).

The development of cutting-edge translation theories has greatly benefited from the use of corpus linguistics. Two well-known theories, the "Skopos theory" (Vermeer, 1989) and the "Polysystem theory" (Even-Zohar, 1978), which were developed in light of empirical data from corpora (Bakers, 2019b; Castejon, 2013), highlight the importance of context in translation. The aforementioned theories stress the significance of taking into consideration elements like the target audience and intended meaning as well as the iterative nature of translation (Gozdez, 2021). The results of the study by Banos et al. (2013) confirmed that corpus linguistics has provided crucial empirical evidence to support these theories, giving academics the chance to examine the context-dependent application of various translation techniques and illuminating the adaptability of translation processes.

The investigation of translation standards and ideal procedures has been made easier by corpus linguistics. The exploration of translation preferences in certain sectors, such the legal and medical professions, has been helped by the use of corpora in research, allowing academics to examine the underlying norms that govern such decisions. Toury's (1995) exploration of norms in translation and Tymoczko's (1999) investigation into the function of communities of practice are illustrative of the ways in which corpus linguistics has facilitated the advancement of theories that scrutinize the societal aspects of translation.

2.4. Evaluating the Motivation for Integrating Lecturers and PhD Researchers in this Study

The educational programs of universities are significantly dependent on the valuable impacts of lecturers who play a crucial role in designing curriculum resources, shaping the programs for learning, and offering guidance to students. The application of corpus linguistics in translation education has been investigated by Kenny (2001) and Nini (2016), who have explored the perspectives of lecturers in this field. According to their research, a significant number of lecturers acknowledge the possible advantages of utilizing corpus-based methodologies. However, they also express apprehensions regarding the intricate nature of corpus linguistics tools, restricted availability of specialized corpora, and the necessity for pedagogical instruction to proficiently incorporate corpus linguistics into the syllabus. Examining the viewpoints of educators facilitates the identification of potential areas for enhancement and contributes to the creation of suitable support structures for effective execution (Garcia, 2002; Kubler et al., 2018; Massey, 2017).

Students pursuing a doctoral degree in translation studies are positioned at the forefront of advanced research and innovative practices. The insights provided by them regarding the incorporation of corpus linguistics in translation research are of great value in shedding light on the present trends and difficulties encountered in this domain. The scholarly works of Olohan (2002) and Soler-Monreal (2016) have delved into the experiences of doctoral candidates with corpus-based research in the field of translation studies. The results underscore the advantages of utilizing corpus linguistics as a means of investigating research inquiries, scrutinizing translation occurrences, and producing empirical substantiation. Notwithstanding, doctoral candidates also articulate the necessity for all-encompassing instruction in corpus methodologies and the significance of interdisciplinary cooperation to optimally harness the potential of corpus linguistics in the realm of translation research. Comprehending the viewpoints of relevant stakeholders is a valuable contribution to the continuous discourse on the prospective trajectories and necessities of corpus-based translation studies.

The justification for examining the viewpoints of both instructors and doctoral candidates is complex and varied. Actually, identifying the difficulties that are encountered by lecturers when incorporating corpus linguistics into translation education facilitates the identification of domains that necessitate pedagogical assistance and instruction. Furthermore, an examination of the viewpoints and experiences of doctoral degrees students provides insight into the prevailing methodologies and developing research patterns within the discipline. Facilitating collaboration and promoting the development of a comprehensive framework for integrating corpus linguistics in translation teaching and research can be achieved by bridging these perspectives. The objective of this study is to improve and develop translation curricula, pedagogical methods and research approaches by incorporating the perspectives of both lecturers and PhD students.

2.5.   Research Questions

The following research questions are pursued in this study:

1. What are the prevalently used corpus linguistics tools in translation teaching and in translation research?
2. How has the integration of corpus linguistics tools facilitated translation teaching and research?
3. In what ways can using corpus linguistic tools assist both lecturers and PhD students in translation teaching and translation research?

3.   Research Methodology

3.1.   Research Design and Approach

In this study, we employed survey design in exploring the usage and roles of corpus linguistics tools in translation teaching and research. Quantitative research approach was adopted to enable an objective evaluation of the roles and impacts of corpus linguistics in translation education.

3.2.   Study Community

The study groups selected for this research include lecturers and doctorate degree students. The selected lecturers are currently teaching translation and other language related courses across different universities. We also ensured that the selected lectures have published a minimum of three articles in translation studies. The PhD students were also draw across different universities. They were carefully selected based on their interest in their doctorate degree dissertation. As such, the selected PhD students are those who either explored corpus linguistics in translation during their masters' degree or are currently using any corpus linguistics tool in their PhD dissertation. Overall, it is

expected that the participants, both lecturers and PhD students must have, at one time or the other, integrated corpus linguistics tools in their translation teaching, learning or research.

3.3.   Sampling Technique and Size

To get as many participants as possible for the study, we employed randomized sampling strategy wherein the participation was made up to everyone that is qualified according to the criteria for participation. Using this approach, a total of 375 lecturers and PhD students in translation teaching and research participated in the study. We arrived at this sample size after thorough evaluation of the profiles of the participants to ensure that they meet up with the criteria provided. Table one below provides a summary of the relevant demographic variables;

Table 1: Summarized Demographic Information

Groups	Variables	Repetition	Percentage
Main Categories	Lecturers	108	28.8%
	PhD Students	267	71.2%
	Total	375	100%
Gender	Male	279	74.4%
	Female	96	25.6%
	Total	375	100%
Paper publication Status in translation	Published 1-3 papers	195	52%
	Published 4 or more papers	167	44.53%
	Never published any paper	13	3.47%
	Total	375	100%

Table 1 provides necessary demographic data about the study sample, which can be summarized that:

i.   A total of 108 lecturers participated in the study, which constitutes about 28.8%. The remaining 267 (71.2%) were different PhD students.

ii.   There are more male participants in the study. The table indicates that 279 male PhD students and lecturers participated in the study, which is 74.4% of the total study population the remaining 25.6% (96) are the female participants.

iii. Out of the 375 respondents in the survey, 52% (195) affirmed that they have published 1-3 articles in translation, 44.53% (167) affirmed that they have published 4 or more articles in translation, while 3.47 (13) stated that they have not published any article in translation.

3.4.   Study Tools

As a survey, questionnaire was used as the research tool in the study. We developed digital questionnaire which as distributed across to the study participants after the selection process. The questionnaire was designed to reflect the three research questions and the demographic variables. The sections of the questionnaire are discussed below:

i. Section A focuses on demographic variables, including the gender, and the number of papers the participants have published in translation studies. This section also contains identification of the lecturers and the PhD students. It is pertinent to reiterate that some lecturers also indicated that they are PhD students as well; however, for clarity, each participant was selected on the premise of one category: either as a lecturer or as a PhD student.

ii. Section B of the questionnaire contains ranking question in terms of the frequency of usage of various corpus linguistics tools in translation studies. This section was designed with six variables, including Corpus Query Software, Concordance tools, Alignment tools, Collocation Analysis tools, Corpus Building tools, and Statistical Analysis Software. In each of these tools, the ranking values of 'always use', 'hardly use', and 'never use'.

iii. Section C of the questionnaire contains four question items developed from research question 2, which is based on the how the integration of corpus linguistics has facilitated translation teaching and research. The question items were designed with five-point Likert scale values of 'strongly agree, agree, neutral, disagree, and strongly disagree'.

iv. Section D was also designed with four question items developed from research question three which focused on how the corpus linguistics tools help lecturers in teaching translation and PhD students in conducting research in translation.

v. The questionnaire also contains an ethical form, which included the necessary ethical considerations and avenues to withdraw from the study when and if necessary.

3.5.   Validity of the Study Tool

The questionnaire has been validated across different studies to be very dependable in collecting information from a study population that is dispersed. To further validate the research tool, we ensured that the question items were developed from the extensive literature on the impact of corpus linguistics in translation studies. For further validity check, five professors in translation studies from different universities were engaged for expert review. They made some recommendations in terms of the relation between the research questions and the study topic and methodology. Their recommendations and suggestions were fully incorporated in the study, and we predicate expert review as the basis for tool validity and reliability.

3.6. Analysis Procedure

Al, the collected data were subjected to necessary statistical analysis, as discussed below:

i. Relevant statistical measures, such as the frequencies, mean, and standard deviations were calculated.

ii. The data for section one was presented in graphs while descriptive statistics tables were used to present the results of sections of 2 and 3.

iii. The acceptability status measure was also included, as used in Johnson et al. (2019). The basis for acceptability is when the number of respondents that accepted a statement is overwhelmingly higher than the combination of both neutral and rejected responses. The basis for rejecting a statement is when the number of respondents that refute the claim is overwhelmingly higher than the combination of respondents that accepted and neutral. however, an expression can be considered undecided when the values for refuting and accepting are equal or when the number value of either refuting or accepting is not higher than the other when combined with neutral values. In other words, if we combine the values of respondents that accepted a statement with the neutral value and it's not higher than the value of those that refutes it, and also if we combine the values of those that refuted with neutral value and its not higher than those that accept, we state that such expression is undecided.

4. Results and Discussions

4.1. Results

The results of the collected data are presented in three main subsections, which are based on attending to each of the three research questions.

A. Results of Research Question 1

The first research question is based on unveiling the prevalence of the use of different corpus linguistics tools in translation teaching and research. This was achieved by eliciting data on the frequency of usage of the different tools.

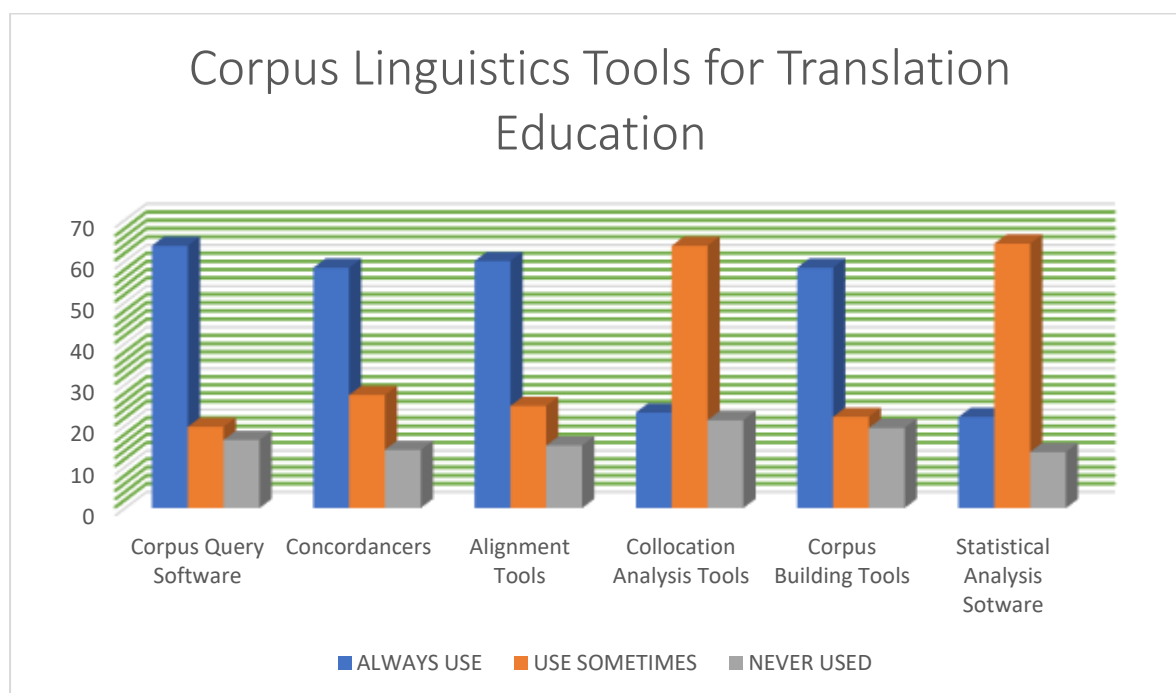**Figure 1: Frequency of Usage of different Corpus Linguistics Tools in Translation Education**

Figure 1 provides result of the views of the respondent on the prevalence of use of various corpus linguistics tools in translation teaching and research. The summary of the findings is presented below:

i.   The most frequently used corpus linguistics tools, according to the study participants, are the Corpus Query Software such as the Antconc. The data indicates that 63.73% of the respondents affirm that they always use the Corpus Query Software in translation teaching and research. This is higher than the 19.74% that use these tools sometimes, and the 16.53% that never used any Corpus Query software.

ii.   Closely following Corpus Query Software is the frequent use of Concordancers and Corpus Building tools at 58.4% each. In other words, 58.4% affirm that they always use Concordancers in translation education, which is higher than the 27.46% that use the tools sometimes, and the 14.14% that never used these tools. In the same vein, 58.4% affirm that they frequently use the Corpus Building tools in translation education, which is higher

than the 22.15% that use the tools sometimes, and the 19.46% that never used any of the Corpus building tools.

iii. The most rarely used Corpus linguistics tools in translation teaching and research are the Statistical Analysis software such as Python. More than 64% of the study population affirm that they only use these tools sometimes, while 22.14% affirm that they use the tools frequently, and 13.6% confirmed that they never used these tools.

iv. Also, 63.73% affirm that they rarely use the Collocation Analysis tools, such as ColloCaid in translation teaching and research. Only 23.2% accepted that they use the tools always, while 21.34% affirm that they never used these tools in translation teaching and research.

Overall, figure 1 provides results that suport the claim that corpus linguistics tools have been indispesable tools that aid in traslation education. In each category, there are less numbers of respondents that affirm that never used these tools. Although in some cases, there are overwhelming majority that affirm they use the tools sometimes, the indication is gthat they know the tools but use the,m for specific purposes. In answering the first research question, the results above indicates that corpus linguistics tools, specifically the Corpus Query software, the Corpous Building Software, and the Concordancers are prevalently used in translation teaching and research.

B. Result on how the Integration of Corpu Linguistics Tools facilitate Translation Education

The second research question focused on identifying how the corpus linguistrics tools can facilitate translation education. The concern is to unveil ways these tools can help translators in general, in research, in teaching and in learning, including practical applications of the tools. Four questions were developed in this regard, which form gthe basis for collecting the necessary data. The questions are tagged Q1, Q2, Q3, and Q4, as listed below and inputted in the following table.

Q1. Corpus Linguistics tools facilitate translation teaching and learning by providing both the learners and the researchers real-life examples

Q2.:   Employing corpus linguistics tools in translation teaching and research offers a deeper knowledge of cross-linguistic phenomena and communication variables.

Q3.:   Using corpus-based tools offers both the lecturers and the translation researchers with immeasurable insights into language patterns and collocational choices in translation

Q4.: Corpus linguistics tools facilitate translation teachers' and researchers' development of the understanding of domain-specific vocabulary and terminology.

Table 2: Results of Question 2 Inputs

Question Items	SA	A	N	D	SD	Mean	Std. Dev	Acceptability Status
Q1	23.73	63.2	5.07	6.13	1.87	4.08	1.17	Accepted
Q2	28.53	64.27	2.93	4.27	-	5.06	0.79	Accepted
Q3	30.13	63.74	4.53	1.6	-	5.19	0.65	Accepted
Q4	18.93	51.47	3.47	16.8	9.33	3.72	1.78	Accepted

Table 2 provides insights into how the integration of corpus linguistics can facilitate the teaching and research in translation. The focus is to explore the views of the study respondent on the importance of corpus linguistics tools o specific areas in translation teaching and research. The results of table 2 show that:

i. More than 86% of the respondents affirm that corpus linguistics tools facilitate translation teaching and learning by providing both the learners and the researchers real-life examples. Corpus linguistics has been the major source of data that is context sensitive and emanated directly from dynamic language contexts. This assertion was however rejected by less than 8% of the study population, while 5.07% remained neutral. following the overwhelming majority that accepted the statement in Q1, the assertion was accepted, as a mean value of 4.08 and 1.1.7 standard deviation.

ii. Over 92% of the lecturers and PhD students that participated in this research affirm that employing corpus linguistics tools in translation teaching and research offers a deeper knowledge of cross-linguistic phenomena and communication variables. In other words, the participants recognized that one of the ways corpus linguistics facilitate translation teaching and learning is by providing a clearer perception on cross-linguistic contexts and situations and communication variables that are context sensitive across language. This statement was rejected by only 4.27%, and 2.93% remained neutral. As such, the statement, with 5.06 mean value, and 0.79 standard deviation, was accepted.

iii.   About 93.87% of the respondents affirm that using corpus-based tools offers both the lecturers and the translation researchers with immeasurable insights into language patterns and collocational choices in translation. None of the respondents strongly rejected the claim; however, 1.6% refuted it while 4.53% remained neutral, which involved the basis for accepting the statement.

iv.   Over 70% of the participants also accepted that corpus linguistics tools facilitate translation teachers' and researchers' development of the understanding of domain-specific vocabulary and terminology. This was refuted by over 25% while 3.47% remained neutral. despite the number of persons that refuted this claim, there is an overwhelming majority of over 70% that consented to the assertion, which informs the basis for the acceptance.

Overall, table 2 has provided the basis to argue that corpus linguistics tools have remained effective in translation teaching and research. The main focus of the impact of corpus linguistics tools in translation teaching are the student, wherein different corpus linguistics tools and the corpora have provided them great avenue to extend their knowledge and practice in translation. The approach also offers translation researchers different tools and techniques, including incredible natural data to carry out their studies.

C.   Result of Specific Ways Corpus Linguistics Tools Helps Translation Teachers and PhD Researchers

There are specific ways corpus linguistics tools assist lecturers in teaching translation and also help doctorate students in carrying out research in different aspects of translation, including translation post-editing. The third research question focused on unveiling the specific areas lecturers and doctorate students can benefit in the use of corpus linguistics tools. The following questions are developed to respond to the third research question:

Q1. Various corpus linguistics tools assist lecturers and doctorate students to design research projects through identification of translation patterns, translation shifts, and use language variations as major examples for teaching and researching.

Q2. Lecturers can use corpus linguistics tools to compile and build language corpora for specialized translation purposes, such as for building course materials or completing a research project.

Q3. Corpus linguistics corpora can help both lecturers and doctorate students in either building new translation theory for teaching and research, or depending on existing translation theory built from corpus linguistics system to expand translation teaching and research.

Q4. As corpus linguistics generated corpora can ensure accuracy, fluency and naturalness of the translated text, the tools can be useful for translation post-editing for students in translation and lecturers

Table 3: Result on How Corpus Linguistics Tools Help Lecturers and Doctorate Researchers Specifically

Question Items	SA	A	N	D	SD	Mean	Std. Dev	Acceptability Status
Q1	28.53	61.6	5.6	3.47	0.8	4.52	1.05	Accepted
Q2	21.07	65.86	8.8	2.67	1.6	3.85	1.13	Accepted
Q3	31.73	63.73	4.54	-	-	4.98	0.87	Accepted
Q4	26.93	64.8	4.8	2.93	0.54	4.73	0.96	Accepted

Table 3 provides insights into specific areas corpus linguistics tools play significant roles in translation teaching and research. The main focus is to unveil the views of the lecturers and doctorate students on how corpus linguistics tools has helped them or still helping them to teach translation or conduct research in translation. The table specifically indicate that:

i. Over 90% of the study respondents affirm that various corpus linguistics tools assist lecturers and doctorate students to design research projects through identification of translation patterns, translation shifts, and use language variations as major examples for teaching and researching. The use of corpus linguistics tools has been effective in offering lecturers and researchers with enormous data. This statement was rejected by less than 4% of the respondents, while 5.6% participants remained neutral. considering the implication is that an overwhelming majority of the study population accepted the statement, indicating the usefulness of the corpus linguistics tools translation teaching and research.

ii. More than 87% of the study population accepted the statement that lecturers can use corpus linguistics tools to compile and

build language corpora for specialized translation purposes, such as for building course materials or completing a research project. When researchers and lecturers use corpus linguistics tools to build corpora, they may use the corpora for different purposes to facilitate their activities, including creating course materials and completing research initiatives in translation studies. This statement was accepted because less than 5% rejected it and only 8.8.% were neutral.

iii. The table also indicates that a majority of the respondents affirm that corpus linguistics corpora can help both lecturers and doctorate students in either building new translation theory for teaching and research, or depending on existing translation theory built from corpus linguistics system to expand translation teaching and research. This assertion was affirmed by over 95% of the respondents. With 4.98 mean value, indicating the affirmativeness of the views of the respondents, the assertion was accepted.

iv. The data also indicates that as corpus linguistics generated corpora can ensure accuracy, fluency and naturalness of the translated text, the tools can be useful for translation post-editing for students in translation and lecturers. This assertion was accepted by over 90%, and this informs the adoption of this statement.

Overall, the result in table 3 offers insights into the views of the lecturers and doctorate degree researchers, on the importance of corpus linguistics tools in translation teaching and research. In general, it can be seen that the corpus tools and the corpora built from corpus linguistics are effective and play huge roles in assisting lecturers and doctorate degree students in teaching and in research.

4.2.   Discussions

The emergence of corpus linguistics and the innovations in it, including the development of different corpus linguistics tools and databases, have exerted huge impact in translation teaching and research. The result presented offered insights into the frequency of usage of different corpus linguistics tools, which is the response to the research question one. According to the participants in the survey, Corpus Query Software like Antconc is the most often utilized instrument for corpus linguistics. Data shows that 63.73% of respondents said they often use the Corpus Query Software in their work with students and researchers in the field of translation. In comparison, 19.74% utilize Corpus Query tools occasionally, while 16.53% have never used any such tool. Translators are able to search a repository of texts for specific keywords, sentences, or

structures using corpus query tools such as "AntConc", "Sketch Engine", as well as "WordSmith" Tools. These resources help translators see trends in the language they're working with, including collocations, word frequency, and more. Concordancers and Corpus Building tools are both frequently employed and rank second and third, respectively, to Corpus Query Software, which has a 58.4% use rate. In other words, 58.4 percent of respondents indicate they always use Concordancers in translation instructions, compared to 26.4 percent who say they sometimes use them and 14.1 percent who say they've never used them. Similarly, 58.4% confirm that they often utilize the Corpus Building tools in translation instruction, compared to 22.15% who say the same thing and 19.46% who say they never use any of the Corpus building tools. By highlighting occurrences of a word or phrase in a certain context, concordancers like MonoConc, ParaConc, and KWIC (KeyWord in Context) aid translators in analyzing language usage. By allowing translators to see how words are really used in context, concordancers help in making accurate translation choices. In order to aid in the translation process, translators may use corpus building and compilation tools such as AntConc, Sketch Engine, and the Natural Language Toolkit (NLTK). With the help of these programs, relevant texts may be extracted from various sources, and domain-specific corpora can be compiled. These findings are closely related to the findings of the study conducted by Alves and Vale (2017), Massey (2017), and Baker (2019).

Statistical Analysis software like Python is one of the least common Corpus linguistics tools used in the field of translation education and research. More than 64% of the sample population says they only use the tools sometimes, while 22.14% say they use them "frequently," and 13.6% say they've never used them at all. In order to analyze and process massive corpora, researchers in the field of translation might make use of statistical analytic tools like R and Python. These resources include cutting-edge statistical approaches to comparing languages, studying translation issues, and identifying language trends. Furthermore, 63.73% state that they hardly employ Collocation Analysis tools like ColloCaid in their translation-related teaching and research. While 23.2% said they constantly use the tools, 21.34% claimed they never utilized them in their translation-related pedagogy or scholarship. Collocations, or often occurring and predictably used word pairings, may be identified and analyzed with the use of collocation analysis tools like ColloCaid and Collocate. These resources help translators find the right collocations in both languages, resulting in more accurate and fluent idiomatic renditions of the original text.

The second research question explored the general importance of the integration of corpus linguistics tools in translation teaching and research. This is similar to question three, but the focus in question three

was to explore specific areas these tools assist lecturers and PhD researchers in translation education and research. The findings are also similar, as a greater majority of the participants affirm that these tools are effective in translation education and research. More than 86% of respondents agree that corpus linguistics tools improve translation education by giving learners and researchers access to real-world content. The majority of context-sensitive data that has emerged directly from dynamic language situations has come through corpus linguistics. However, fewer than 8% of the sample group disagreed with this statement, with another 5.07% taking no stance either way. With a mean of 4.08 and a standard deviation of 1.17, the majority of respondents agreed with the proposition being asserted. More than 92% of the lecturers and doctoral students who took part in this study agree that using corpus linguistics methods in translation education and research improves our understanding of intercultural communication and linguistic diversity. Thus, the participants acknowledged that the greater understanding of cross-linguistic settings and circumstances as well as communication factors that are context sensitive across language is one manner in which corpus linguistics aid translation teaching and learning. Only 4.27% of respondents disagreed with this statement, while 2.93% were undecided. The statement was acceptable since its mean value was 5.06 and its standard deviation was 0.79.

About 93.87 percent of those who took the survey agree that the use of corpus-based technologies provides lecturers and translation scholars with invaluable insights on language patterns and collocational choices. None of those polled outright rejected the assertion; nevertheless, 1.6% disputed it and 4.53% were ambivalent about the statement's acceptability on its own terms. More than seventy percent of respondents agreed that corpus linguistics tools help translation instructors and researchers learn specialized terminology. More over 25% of respondents disagreed, while 3.4% were unsure. Although there were few dissenting voices, the fact that over 70% of respondents agreed with the premise provides strong support for its validity. When asked whether lecturers may utilize corpus linguistics techniques to create and develop language corpora for specific translation goals like course material creation or research, more than 87% of the sample agreed. Researchers and lecturers who use corpus linguistics methods to construct corpora may afterwards employ such corpora for a variety of reasons, including but not limited to the development of course materials and the execution of translation studies research projects. Less than five percent of respondents disagreed with this assertion, and 8.8% were unsure. The data also shows that the tools may be beneficial for translation post-editing by students and professors, since corpus

linguistics-generated corpora can guarantee correctness, fluency, and naturalness of the translated material.

5. Conclusions

In this research, the main goal was to explore various ways the integration of corpus linguistics tools plays significant roles in translation education and research. The study engaged 375 lecturers and doctorate degree students in translation education and research. The participants offered their views o the frequency of usage of the tools, on the manner in which the corpus linguistics tools facilitate translation teaching and research, and specific ways corpus linguistics tools can assist lecturers and PhD researchers in translation teaching and research. Data was gathered using questionnaire, and analysis was carried out using relevant statistical tools and measures. The findings indicate that the most frequently used corpus linguistics tools, according to the study participants, are the Corpus Query Software such as the Antconc. The data indicates that 63.73% of the respondents affirm that they always use the Corpus Query Software in translation teaching and research. This is higher than the 19.74% that use these tools sometimes, and the 16.53% that never used any Corpus Query software. This is closely followed by the use of Concordancers and Corpus Building tools. The results and analysis further indicated that the most rarely used Corpus linguistics tools in translation teaching and research are the Statistical Analysis software such as Python. More than 64% of the study population affirm that they only use these tools sometimes, while 22.14% affirm that they use the tools frequently, and 13.6% confirmed that they never used these tools. The result further indicated that an overwhelming majority of the respondents affirmed various roles of corpus linguistics tools in translation teaching and research. They also acknowledged specific areas where corpus linguistics tools can help the lecturers and doctorate researchers in translation teaching and research. It is thus concluded that corpus linguistics tools play significant roles both in translation education and in translation research.

Acknowledgments

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