# On the Construction and Application of a Platform-Based Corpus in Tourism Translation Teaching

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## ABSTRACT

Current studies indicate that corpus-aided translation teaching may greatly improve teaching efficiency and better fulfill the stated teaching aim. On the basis of those findings, this research looks into the design and construction of a platform-based corpus for tourism translation teaching in an attempt to clarify its aims and objectives, data alignment method, data annotation system, function keying-scheme, upgrading and maintenance mechanism, and so on. Taking into consideration the specific features of tourism translation, this article discusses the application of such an enriched corpus, an extension of or addition to the current corpus-based teaching platform Textwells in practical tourism translation classrooms, and tries to work out a preferable teaching mode inspired by task-based teaching and designed to work in close conjunction with the said corpus-based teaching platform, so as to encourage student initiative and foster their participation in learning.

## KEYWORDS

## INTRODUCTION

The purpose of this paper, as outlined in the abstract, can be summed up in a nutshell: first, to find ways to enrich and diversify the existing TEXTWELLS teaching platform for translation teaching in general and tourism translation teaching in particular; second, to find and modify a correlative teaching mode which works effectively in conjunction with the use of a corpus; third, to encourage students' self-learning initiative by creating a congenial yet discussion-prone classroom ambience so as to achieve the most desirable learning outcome.

The chief aim of translation teaching is to expose learners to the linguistic and textual features of some source texts and target texts, familiarizing them at the same time with relevant translation theories, strategies, and skills. Owing to vast differences in language and culture, English and Chinese texts differ from each other in many respects, including collocation, grammar, style, text function, cultural message, and so on. Thus, a significant challenge is placed before the teachers, whose

responsibility is to make their students perceive those differences, adopt appropriate translation strategies, and successfully render the assigned passages from one language into another in the time-limited classroom context.

Most students are somewhat familiar with traditional translation teaching, which by and large is not at all satisfactory in either effect or quality. It basically follows the pattern of lecturing, practicing, and commenting. To be more specific, the teacher, playing a major or dominant role in the classroom, introduces key concepts in translation, explains corresponding cases, assigns translation exercises to students, and comments on each finished translation. The translation concepts introduced, and exercises assigned are mainly based on a particular textbook. This kind of teaching pattern has been a generally-accepted and time-honoured practice despite the fact that here are apparently numerous disadvantages which cannot be overlooked or ignored: firstly, a teacher-centered classroom cannot be a favorable pedagogical environment in which students can be fully motivated; secondly, a textbook-based teaching design cannot vividly reflect the latest language developments; thirdly, a capacity-limited teaching session cannot ideally present all related texts of different kinds imbued with individual features; and fourthly, the time limit of a classroom hour cannot possibly guarantee enough effective interactions between the teacher and every student. Moreover, students are usually of varying learning capacities and proficiencies, a fact which inevitably slows down the pace of classroom teaching. These problems are difficult or well-nigh impossible to resolve under the current circumstance of traditional teaching.

This study proposes to construct a small-sized corpus on the basis of the well-designed corpus-based teaching platform, namely Textwells, with specific reference to tourism translation teaching; it also explores a more learner-friendly and student-centered teaching or learning mode to overcome the above-mentioned shortcomings of traditional translation teaching, by introducing substantial authentic tourism materials for analysis or comparison and encouraging students' participation in and contribution to classroom discussions.

## LITERATURE REVIEW

The development of Corpus Studies, as we know it, inevitably attracts more and more attention to the application of corpus in teaching. With various discussions on corpus and translation teaching, a conclusion has been drawn that corpuses/corpora may greatly assist in teaching. And it is observed that corpus-aided teaching may improve learners' ability of both understanding others and expressing themselves (Johns, 2010; Wang & Zhu, 2012; Mu & Zhu, 2013; Zhu & Mu, 2013; Awal *et al.* 2014; Wang & Qin, 2015). Bowker (1998), as early as the end of last century, in his controlled experiment, found that the group taught with the aid of corpus had a better performance in translation practice than that taught in the traditional way. Łuszcz (2016) also finds that communicative creativity and development of foreign language learners may be enhanced with the application of corpora in the second language pedagogy. We may now safely say that the existing research has proved that the development of corpus studies had opened a new door for the reform of translation teaching.

The positive teaching effect encourages more researches on the corpus-based teaching. Despite the fact that problems would inevitably emerge (Frankenberg-Garcia, 2012; Kogan, Yaroshevich & Ni 2018), the attempts to use language corpora in teaching are made in different aspects. Since corpora include numerous authentic data, corpus-based selection and sequencing of learning material is one advantage that scholars pay particular attention to, which, in fact, is an activity partly depending on the intuition of the language teacher (Taljard, 2012; Teo, 2017). The importance of teacher mediation in applying computer corpora to language pedagogy cannot be ignored, as Huang (2018) notices. The construction of the corpus for teaching is enriched with different new ideas. Mu & Zhu (2013) works out an online platform for translation and bilingual teaching and learning, which features an in-depth mode of data annotation. To achieve better teaching effect, the pattern of constructing corpus-based teaching is also a topic of concern. For example, Zaki (2017) presents a model of integrating

corpus-based teaching within a textbook-based syllabus by using corpora in Arabic classes. The corpus-based teaching classroom places much emphasis upon the active role of students. Ferraresi's application of intermodal corpora is one of such experiments, in which students are encouraged to reflect on the decision-making processes (Ferraresi, 2016). Admittedly, current researches on the application of corpora in teaching are still limited. But they provide enlightening ideas for further studies on corpus-based teaching.

## RESEARCH DESIGN

Inspired by previous researches on corpus-based teaching, this study turns to corpora to solve the above-mentioned problems in traditional translation teaching. In classroom teaching, we would not follow the traditional teaching pattern, which places too much emphasis upon the teacher's detailed introduction of the linguistic and textual features of tourism texts, as well as the frequently used strategies and skills in tourism translation. Instead, we want to design a teaching model that may inspire and initiate students into active learning as well as improve their learning efficiency. In other words, it is a student-centered classroom that we are trying to construct.

Task-Based Language Teaching (hereafter referred to as TBLT) sheds some light on the organization of such classroom. It is developed from Communicative Language Teaching (CLT), a task-centered teaching approach that places much emphasis on interactions among learners during the process of language acquisition (see Ellis, 2003). TBLT, on the basis of theoretically reconstructing learners' view of language and language competence, goes beyond the limit of traditional language teaching, targeting at cultivating their ability of acquiring the foreign language independently in the real-situation communication. In this teaching mode, the design of the task is of vital importance. According to Ellis (2003), the task shall be practically significant and applicable for the classroom teaching. The course Tourism Translation itself places much emphasis upon cultivating students' ability of translating practical tourist texts and using different tourism languages in real situations. In this case, authentic data shall be prepared for the design of the task. Students are required to finish the given task by independent study and group work, with the teacher working as the guide and organizer. In this case, references and resources shall be available for students, who may solve problems, emerging during the process of doing the task, by discussing with peers and studying related data, with the annotations explaining linguistic phenomena, translation skills and so on.

We made an attempt to bring in the timely-developed teaching platform Textwells to aid our tourism translation teaching. The detailed annotations, the substantial bilingual texts, the carefully designed exercise, and the well-organized discussion board allow us to realize such a student-centered classroom. However, taking the platform on trial for a period in teaching, we found it necessary to incorporate a small-sized corpus of tourism translation, as an integral part of this teaching platform, with the specific features of tourism translation and its teaching taken into full consideration.

## CORPUS CONSTRUCTION

The affiliate(d) corpus follows the annotation system of Textwells, but it places more emphasis on the annotation and explanation of the cultural, social, linguistic, pragmatic, textual and typographical peculiarities specific to tourism texts and their related translations. It comprises two sub-corpora, i.e. English-Chinese tourism translation sub-corpus and Chinese-English tourism translation sub-corpus, the size of which (expressed in number of words) is respectively around 100,000 words (in the English source texts) and 200,000 characters (in the Chinese source texts).

All data in the corpora are independent, complete tourism texts of varying textual types or categories—such as signs, propaganda leaflets, guides, contracts, service pamphlets, reports, reviews and so on—collected either from publications (e.g. books, journals, videos, audios, etc.) or from network and websites, downloaded directly or scanned electronically or typed manually into the

corpuses as unified and standard electronic texts in PDF format, and presented in a parallel fashion with the source and target texts alongside one another for easy reference. These authentic texts can be used for the projects to be finished by the students in the classroom.

For the benefit of those translation teachers who would like to construct similar corpuses pertaining to the specific areas or domains of social, political or physical sciences they are concerned with, we are going to detail the whole construction process in this section of the paper.

## Data Recognition

After we scanned/downloaded the necessary material from the internet, ABBYY PDF transformer 3.0 was employed to convert these PDF-format files into word-format ones. In these converted files, same types of mistakes can be corrected with the editing software EmEditor, which automatically eliminates the random codes caused in the process of format conversion. However, to ensure that the texts are truly "clean", manual interventions are essential: the texts were further manually proofread against the original collected material (e.g. paper texts, photos, webpages, etc.), the accompanying scanned/downloaded files/photos being saved separately with their sources, collectors and other information marked. During the process of data recognition and proofreading, we found the quality of some translations was far from being satisfactory; adjustments and revisions were therefore made wherever necessary. Moreover, English punctuation marks were adopted in both Chinese and English texts, for the purpose of (implementing) data alignment.

## Data Alignment

Before data alignment, which is the basis for data search and parallel information extraction, texts should be segmented first, especially Chinese texts that are composed of characters without any space between them and thus cannot be recognized by any software. ICTCLAS (Institute of Computing Technology Chinese Lexical Analysis System) and EditPlus were then respectively employed for the segmentation and alignment. The former tags both Chinese and English texts with paragraph markers <p></p> and aligns them at paragraph level, whereas the latter further segments paragraph-aligned texts into individual sentences tagged with sentence markers <s></s>. As for the alignment at the sentence level, ParaConc offered much help. Due to the differences between Chinese and English texts in respect of vocabulary, grammar, structure, metaphor and so on, ParaConc inevitably fails to achieve automatic alignment of source texts and target texts. Under such circumstances, to ensure cohesion and avoid mistakes, manual corrections are required/needed. Texts are checked and proofread to guarantee precision, and sentences are adjusted where necessary to realize the alignment at sentence level. Data alignment lays the foundation for future parallel concordance.

## Data Annotation

In our present corpus, data annotation follows the annotation system adopted by the Textwells platform, which is based on the idea proffered in Clinknotes (Click to link up notes), elaborated by Zhu & Yip (2010), Zhu & Wang (2011), Wang & Zhu (2012), Mu & Zhu (2013), Zhu & Mu (2013). In this system, annotations are made in terms of these nine aspects: word-level structure, sentence-level structure, idiomatic expressions, information structure, text structure, semantic choices, figures of speech, intertextual association, and translation methods. The nine categories altogether include 198 search words, constituting a web-structured knowledge system, in which the search words are used as the key tags to explain linguistic phenomena and translation features. Those detailed annotations could add new dimensions to the existing texts used for teaching purposes. With the help of annotations students can conduct (self-)study of the texts from different perspectives, including vocabulary, grammar, idiom, structure, culture, translation methods and so on. Besides, students' discussion on the specific details of the collected data would be adopted to enrich the annotations in the corpus.

## Data Search

Data search is supposedly one of the most fundamental functions carried out by a corpus. It embodies a corpus' practical application. There are multiple search modes. If you directly enter some difficult word, phrase and sentence in the search box, you will find a substantial amount of related authentic data. You may then analyze these data with the aid of detailed annotations, summarize the usage of the word/phrase/sentence you are looking for, and thus gain a better understanding of the linguistic phenomena and translation strategies revealed by the given data. Besides, users may also acquire the data they want according to different themes, literary forms or text types and so on. To make it more convenient, search words are shown below the title of each text, which directly suggests the related information provided by that particular text. In addition, the users may "like" the text, "make a comment" and "add to favorite", allowing them to mark a particular text which they like or would want to come back to in future.

## System Maintenance

To better realize and sustain corpus-aided teaching, the corpus in application shall keep developing, with authentic data continuously fed into it, so that it can be brought up-to-date to reflect the actual use of the tourism language in reality. Meanwhile, from the impact the corpus makes on the students' learning in the classroom context, we may become more aware of the pluses and minuses in the application of corpus in a classroom setting and find ways to keep on improving and renewing the retrieval system, diverse functions, tools, and so on, to make the corpus more user-friendly and helpful in terms of search, reading and discussion to individuals and groups alike. Surveys carried out on students using the corpus is also of great importance. Collecting and incorporating their suggestions and feedback can help us maintain and update the corpus as well as popularize it by collaborating with other online learning resources.

## CLASSROOM ORGANIZATION

By dispensing with the traditional teaching pattern, which starts with the teacher's detailed introduction of the linguistic and textual features of tourism texts and the frequently used strategies and skills in translating them, we are able to construct a student-centered classroom in which students are organized in groups and actively involved in the use of the platform and corpus themselves. Each group will consist of around four members of differing linguistic and cognitive abilities, who are assigned with different roles: a group leader, a reporter, a student responsible for taking minutes, and a student responsible for documentation. The students are required to fully share their opinions with their group members. They are expected to deepen their understanding of the tourism text or material presented to them, and try to grasp corresponding translation strategies and skills through such group discussions or even debates. In the meantime, the teacher would walk around in the classroom, observe their discussions, dropping necessary hints or answering the questions raised by students when needed.

To illustrate the organization of such a classroom activity, we'll take the class of "translating part of a tourist brochure" for example.

Before the class took place, students had already been advised as to what type of tourist translation they would be expected to do so that they could log into the corpus to find relevant information to get themselves well prepared before they came to class. This time, they were asked to go through at least one Chinese tourist brochure, one English tourist brochure, and their corresponding translations in the corpus, to get more familiarized with this kind of tourism text. In addition, reading the source text and the target text in the same language could allow them to make comparison in the aspect of structure, expression, and so on.

In class, we first distributed the following translation material, which is based on the authentic text collected in the corpus, to our students:

Park and Gardens

There is so much to see and enjoy when visiting the Park and Gardens.

Indoor Cinema

Located in the Stables, the Indoor Cinema is now screening a variety of programmes including special documentaries and footage from films shot at Blenheim Palace. Allow up to an hour.

Churchills' Destiny

Set in the Stables, the exhibition celebrates the story of two great Churchills. Allow up to 20 minutes.

The Gardens and Park

Entry to the gardens is next to the Churchill Shop in the Great Court.

The Formal Gardens

The Secret Garden lies to the east of the South Lawn, past the Italian Garden (No access). The Rose Garden, Temple of Diana, Arboretum and Cascade lie to the west of the South Lawn. Allow at least an hour. Walking shoes are recommended for the path around the Lake and newly restored Dam and Cascade.

The Pleasure Gardens

A train runs daily during the main season and at weekends during the low season. It leaves every 30 minutes from Flagstaff to the Pleasure Gardens, which boasts the Marlborough Maze, the Butterfly House, Giant Draughts and Chess and an Adventure Play Area. "Blenheim Bygones" exhibition is open next to the shop. The Pleasure Gardens are approximately 15 minutes walking distance from the Palace. Parking is available. Allow between 30 minutes and an hour.

Blenheim Palace Buggies

See the finest views in England the easy way. A seven-seater buggy at Flagstaff takes you on a 20-minute tour of the Lake and Park.
Subject to weather conditions and times of year, please check at Flagstaff Information Point. (Small additional charge)

Dogs

Dogs are welcome in the Park on leads but are not allowed in the Courtyards or the Gardens. Please clean up after your dog.
The right to close the Palace, the Park and the Gardens or to change prices at any time without prior notice is reserved. Please check prior to your visit. The right to withdraw facilities or to cancel or change the dates of the events without notice is reserved.

We then asked the students to go through the above text individually before putting their heads together to analyze its linguistic and textual features in groups. Guided by the questions given by the teacher, they decided that the source text well demonstrates some typical features of English tourist handbook: clear in organization, concise in language, concrete in information, and so on; and those features should be reproduced in the target language.

After these initial analyses, the students were asked to translate the text independently on their own before coming together again to discuss their individual translations with their group members again. Based on the discussion of their different translations, they submitted debatable points for class discussion.

The following were some of them, numbered as a to f:

a. "Located in the Stables" in "Located in the Stables, the Indoor Cinema is now screening a variety of programmes including special documentaries and footage from films shot at Blenheim Palace."
b. "Set in the Stables" in "Set in the Stables, the exhibition celebrates the story of two great Churchills."
c. "For the path" in "Walking shoes are recommended for the path around the Lake and newly restored Dam and Cascade."
d. "15 minutes walking distance" in "The Pleasure Gardens are approximately 15 minutes walking distance from the Palace."
e. "Please clean up after your dog."
f. Proper names, such as "the Churchill Shop" and "the Great Court" in "Entry to the gardens is next to the Churchill Shop in the Great Court."

During the class discussion, students were asked to log into the platform and the corpus. They may directly enter the difficult words to search for reference and inspiration again. The platform has provided systematic annotations to explain the related knowledge points; while the corpus shows the actual use of those words in the sufficient authentic texts. Meanwhile, the teacher was around ready to help. Below was what the students came up in their class discussion.

With regard to a) "located in the Stables" and b) "set in the Stables", they began to realize that both were past participle phrases, respectively used to modify the subjects "the indoor Cinema" and "the exhibition". Confronted with this particular difficulty besetting her students, the teacher too became aware that the treatment of the relationship between a past-participle modifier and the head word in a translation might be a key teaching point. She therefore advised her students to refer to the search words "(Adverbial)—sentence-level structure", "(Attribute)—sentence-level structure" and those related search words, e.g. "Alteration-Attribute-Predicate" on the platform, as shown in Figure 1.

From the illustrative examples given on the platform, the students discovered that the past-participle modifier at the head of the source sentence can be translated either as the predicate of the target sentence, as was suggested by one of the discussion groups, that is, a) "located in the Stables" and b) "set in the Stables" as the predicate phrase "设在马厩内" to be placed after their respective subjects "室内电影 (the indoor cinema)" and "这项展览(this exhibition)"; or as a pre-positioned qualifier, as was suggested by another group, i.e. a) "located in the Stables" and b) "set in the Stables" are to be translated as the attribute "设在马厩内的", to be placed before their head phrases "室内电影 (the indoor cinema)" and "这项展览(this exhibition)". Both translations were idiomatic as well as grammatical and were therefore equally valid. However, after some further discussion, the students agreed among themselves that the preposed qualifier can readily help indicate where "the Indoor Cinema" is and make this spot easier to find for travelers. As for the predicate version, it can be used on posters outside the exhibition hall as part of tourist information. The two varying structures may very well be employed for differing practical as well as stylistic purposes.

Figure 1. Annotations from the platform



In connection with the two preferences, the teacher should come in to make further expositions. In the English tourist handbook, it can be frequently observed that the adverbial of place is placed before the subject of a sentence. The thematic positioning of adverbials is due to the following factors: 1) a preposed adverbial could shift the focus of the sentence to the adverbial itself. In this case, a) "located in the Stables" and b) "set in the Stables" respectively highlight the locations of "the indoor Cinema" and "the exhibition"; 2) the adverbial of place when preposed at the head of the sentence, particularly in tourism texts, helps to call the reader's attention to where a scenic spot or a place of interest is; 3) preposing the adverbial of place could also help arrange sentence segments of different lengths—a sentence reads more natural when the shorter sentence segment is placed before the longer one. Precisely for these reasons, the adverbial of place is often put at the head of the sentence in an English tourist handbook. Moreover, the English sentence is of typical tree-like structure, which is more flexible for different parts to be tagged on to the sentence trunk via connectives, prepositions and so on, while the Chinese sentence is of bamboo-like structure, with one clause following another (See Yip, 1993). It therefore follows that translating "the indoor cinema/this exhibition" as 设在马厩内, using the predicate construction, pertains more to the sentential habit of the Chinese language whereas translating the same as an "attributive + noun" version changes it to a sentential construction found more frequently in English. This awareness might help in regulating sentence lengths in translation.

Next, we had to deal with the prepositional phrase c) "for the path", which is one of the linguistically-specific points to be highlighted in translation, for it is difficult to find equivalents for those frequently used prepositional phrases in Chinese, except those indicating place and time. By looking into the search words in the category of "word-level structure", such as "Phrase—word-level structure", "Clause—word-level structure", and their related samples, students noticed

that English prepositional phrases were often rendered as Chinese verb phrases. Based on such observation, they suggested that "for the path" here be translated into a Chinese verb phrase "沿……步行". By comparing the linguistic capabilities of English and Chinese prepositions, the students began to realize that English prepositions are capable of encoding dynamic as well as static situations whereas Chinese prepositions are only capable of encoding static ones. As a result, it naturally entails that in quite a number of situations, English prepositional phrases will have to be reconstructed as verbal phrases when translated into Chinese. That was invaluable first-hand experience for would-be translators to come by.

As for d) "15 minutes walking distance", it is obviously a common expression in English, used to indicate the distance between two places with the time needed for walking. This is a sentence phrasal structure that we want our students to master. They are expected to well apply the pattern of "number + unit of time + means of transportation" in English. And we make use of this case to demonstrate this pattern. For example, if we drive to this place, we can say "Gardens are approximately 15 minutes driving distance from the Palace" by way of analogy. To explain the distance between two places, we may also use a noun derivative in its possessive form instead of a present participle, e.g. "It's 15 minutes' walk/bus ride/drive from the Palace to the Gardens" or a formulaic construction like "it takes + amount of time", e.g. "It takes 15 minutes to walk, etc. (from the Palace) to Gardens." There are also different expressions in Chinese to encode similar meanings, such as "'怡乐园'距离宫殿约15分钟的步行时间", "从'怡乐园'到宫殿,步行大约15分钟", or "从'怡乐园'步行到宫殿约需15分钟", and so on.

As regards e) "Please clean up after your dog/pet", it can be often seen in public English notices and signs. This is an imperative sentence. With the interjection "please", people are politely requested to clean up their pets' faeces after them. In fact, such meaning is only hinted at with reference to the context: no word like "faeces/feces", "excrement", or "droppings" appears in the English sentence itself. It is perhaps either because it would sound quite rude and impolite to use those words directly in such situations or because it would sound quite superfluous under the circumstance. And the rhetorical device of "(euphemistic) ellipsis" was therefore resorted to. In Chinese, however, we do not have a similar euphemistic structure to leave out the grammatical direct object in the sentence. What we did was to supply the necessary information using a milder alternative in the language to make the meaning explicit in the translation, and the sentence was thus rendered as "随手清理狗/宠物的粪便". This experience called our attention to the fact that different euphemistic means would have to be employed to express the same idea in different languages.

With regard to the translating of proper names in f), the majority of the students taking part in the discussion seemed to favour the inclusion of the English originals within brackets immediately after their Chinese translations e.g.丘吉尔商店 (Churchill Shop), 大庭院 (The Grand Court) and so on. Such practice seems particularly important for those tourists who have no profound knowledge of English, for in most cases the scenic spots are only marked with their English names.

Probing into small details in every specific question helped reinforce the brainstorm of the group, encouraging them to come up with general rules where possible, which would certainly be a great help with the translation of similar texts afterwards.

After several rounds of discussion, the translation project is supposedly completed when every group comes up with their finalized translations. The translation first collected in the corpus would now be activated and displayed. The students are encouraged to make further comparison between the finalized translations and the collected translation.

The teacher then makes comments on the project, and, based on students' observations, systematically summarizes the textual and linguistic features of this kind of tourism text, drawing attention to the important and difficult points that occurred in the translation process, as well as applicable translation strategies and methods to be taken note of in future.

Excellent translations are recommended and displayed via links below the source text in the corpus, for students' future reference and further study. The a-to-f points that the students have discussed are also added in the corpus to enrich the existing annotations in the corpus.

In addition, students are required to set up their own portfolios in the corpus, recording the translation projects they have completed in class. Their discussions in class duly recorded and carefully revised will now form part of the extended corpus for the benefit of potential users.

The two versions—their independent translations and the group finalized translation—are respectively graded in the corpus system. And students are encouraged to activate the systematic function of registering corrections and giving feedback so as to generate the reports respectively analyzing the two translations, and thus enabling them to have an overall view of the merits and shortcomings of the two target texts, and effectively improve their translation strategies in future projects.

After the translation project, a required exercise—which is relevant to the key points just discussed—in the "exercise board" on the platform was assigned. The students could raise their hands if they came across any question when doing the exercise. And the teacher would walk around in the classroom as usual and observe the way they worked, answering their questions as well as helping them correct their mistakes wherever necessary. At the same time, the error record on the platform would register and show the students what kind of errors they frequently made. They could have a better idea of their own performance by revisiting their mistakes.

After class, the students are encouraged to make frequent use of the platform and corpus to their advantage. They may log in at any time to familiarize themselves with existing search buttons, to find hints and inspiration for their translation problems, or even to do additional translation exercises with timely feedback from the platform and corpus. The exercises the students had finished would also be shown in their respective portfolios, together with the translation projects they had completed in class. The teacher would also log into the system from time to time to examine and record the learning process of the students, comprehensively evaluating their progress and helping them solve their individual problems. Moreover, there is a "discussion board" in the corpus, on which students may discuss with all users the tourism-translation-related topics that they are interested in and benefit themselves from such discussions. In the whole learning process, students could make use of the platform and the corpus in different ways: the former highlighting different linguistic phenomena and translation skills in all kinds of texts, whereas the latter providing carefully-selected-and-annotated bilingual tourist texts for reference and comparison.

The above-mentioned classroom activities and pre-and-after-class requirements involving the use of the platform and corpus are to be taken as one translation project, to be completed within the required time. The teacher gives guidance in class hours whilst the platform-and-corpus functions as the teacher's assistant before and after class time. The students are therefore well looked after by two teachers, one corporal and the other electronic.

## CONCLUSION

To motivate students, help them understand the similarities and differences between English and Chinese tourist texts, including language use, text structure, tourism culture, and so on, and improve their translation abilities, we have set ourselves the goal of constructing a tourism translation corpus as an extension of the Textwells teaching platform for our tourism translation teaching, which is now being enriched with abundant and authentic translation projects from day to day.

The integration of the existing teaching platform and the add-on corpus did not only encourage students in their independent learning or research but also provide an indispensable reservoir of linguistic information and inspiration for a student-centered classroom. The teacher's role is now

changed from an eloquent, fastidious and domineering instructor to a well-informed discussant or timely adviser; and the students, equipped with the platform and the corpus, have now, as never before, become masters of their own learning and captains of their own progress.

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