

FOSTERING ACADEMIC LITERACY VIA CORPUS-BASED TRANSLATION ACTIVITIES

Giorgia MILANI

University of Bergamo, Italy

Patrizia GIAMPIERI

Universitas Mercatorum, Italy¹

Abstract: *Corpora are argued to enhance language knowledge and improve translation quality. For this reason, they have been increasingly used in academic settings. This paper deals with corpus-driven translation training at tertiary level and investigates the quality of the corpus-based translations of academic abstracts vs non-corpus-based translations. For this purpose, Italian Bachelor students enrolled in the third year of a course in Translation Studies participated in a translation project. The students were divided into two groups. The first group translated an academic abstract from their native language (Italian) into English by consulting the language resources they were familiar with, i.e., online multilingual platforms and online bilingual dictionaries. The second group used a bilingual dictionary indicated by the lecturer and a pre-compiled DIY (do-it-yourself) corpus of academic abstracts addressing translation studies, English as a second language and/or as a lingua franca. The paper finds that the translations performed by the first group of students had some inaccuracies, which were mainly concerned with word order, collocations, redundancies, and grammatical shortcomings. Conversely, the second group of students performed better, although, in some cases, influences from the students' first language could be noticed. As a whole, the second group outperformed the first group, as their translations contained fewer grammatical and collocational issues.*

Keywords: *corpus-based translation; corpus consultation; translator training; academic translations; academic abstracts*

1. Introduction: academic literacy

Academic prose in the arts and humanities is hallmarked by peculiar writing devices, such as hedging (Hyland *The Author in the Text*), reformulations and exemplifications (Hyland *Applying a Gloss*), or stance and engagement (Hyland *Disciplines and Discourses*). These features make academic writing unique and different from other ESP (English for Special Purposes) genres. Learning and developing academic literacy is a process which requires

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training (Hyland, Tse). There are, in fact, several works focusing on academic prose (Morton; Dunleavy; Crème, Lea).

Academic literacy is not acquired by simply mastering a few grammar rules (Hyland, Hamp-Lyons 6). Amongst others, in fact, it entails understanding the “cognitive, social and linguistic demands of specific academic disciplines” (Hyland, Hamp-Lyons 2). Therefore, academic literacy courses should focus on various activities, such as noticing and learning, developing collocational knowledge, and focusing on highly recurrent words (Hyland, Tse). To this aim, some publications dedicated to academic literacy showcase the advantages of teaching EAP (English for Academic Purposes) through examples sourced from real (i.e., authentic) language. In this respect, corpora are claimed to provide insights into real, or naturally occurring, language (O’Keeffe, McCarthy, Carter 26). Therefore, many scholars propose using teaching materials and methods based on corpus analysis and corpus evidence (Lee and Swales; Swales; Biber and Conrad; Flowerdew).

1.1 Corpus consultation for academic purposes

Corpora are collections of texts built according to explicit design criteria for a specific purpose which guarantee, for instance, representativeness, and contain samples of language usage (Sinclair *Corpus Concordance Collocation*). There are currently several corpus-based online platforms which help improve academic literacy and writing skills. Some corpora of this kind are the BAWE (British Academic Written English corpus) (Nesi), or the COCA (Corpus of Contemporary American English, Academic sub-corpus) (Davies).

Through corpora, it is possible to notice language patterns and word usages in context, as well as collocations and colligations. Collocations reflect “the lexical co-occurrence of words” (Sinclair *Corpus Concordance Collocation* 170), whereas colligations are concerned with syntactic categories and refer to the “occurrence of a grammatical class or structural pattern with another one, or with a word or phrase” (Sinclair *Reading Concordance* 173). Collocations and colligations emerge statistically in corpus analysis thanks to the processing of large amounts of text, otherwise they may not be visible or perceivable through intuition, or by simple exposure to language usage. For many linguists, being fluent in academic prose entails mastering collocations and colligations and becoming acquainted with the word semantic associations of a given domain or genre (Hoey 182). As corpora allow users to develop such skills, they are considered a very useful resource for EAP practitioners (Mathew, Nesi, Benet). In this way, they address specific communicative needs.

1.2 Other ways to improve academic writing skills

Some researchers also suggest improving academic writing skills by analyzing abstracts (Morton). An abstract reflects the structure of an article and follows its argumentation order. For these reasons, it can be considered a “piece of prose [...] which can function as an independent discourse” (Morton 179). As abstracts are “miniaturized” papers, and learning from them can help students develop rhetorical skills (Morton 182).

Other ways to improve academic skills are translations. In particular, according to some scholars, there is a common cognitive academic proficiency across languages, which allows to transfer it from one language to another (Cummins 232). Therefore, translation tasks are regarded as successful pedagogical tools (Dagiliené; Pym, Malmkjær, Gutiérrez-Colón).

2. Methodology

As mentioned in Section 1, research has focused on corpus-based EAP teaching activities (see, for example, Lee and Swales; Flowerdew; Christiansen), as well as on corpus-driven academic translation (see Giampieri *Manual and Automatic Corpus Compilation*; Siepmann). This paper focuses on a trial lesson carried out with 13 students enrolled in a Bachelor course in Translation Studies. The students were prompted to translate an academic abstract from Italian (their native language) into English. For the purpose of the translation project, they were divided into two groups: the first one (composed of seven students) rendered the abstract by consulting any language tool they felt comfortable with (such as online multilingual platforms or dictionaries). The second group (i.e., six students) translated the abstract with the help of an *ad hoc* corpus and a bilingual dictionary. The corpus had been composed by their lecturers (the authors of this paper). It consisted of academic papers addressing English as a *lingua franca*, English as a second language, and Translation Studies. It comprised 2,984,756 tokens. The students consulted the corpus by means of the AntConc offline concordancer (Anthony 2024).

3. Research questions

The research questions posed by this paper are as follows: 1) Which aspects of the language are more influenced by accessing corpora of authentic texts?, and 2) Can recurrent students' translation shortcomings be tackled via corpus consultation? This observation study is only initial, and its findings are tentative.

4. Analysis

As mentioned before, thirteen second-year Bachelor students in Translation Studies participated in a translation project. At the end of the second academic year, they are supposed to reach the C1 level of English (according to the European Common Framework for Languages). The students generally follow a 20-hour course in academic writing. They are accustomed to translation assignments, as they follow English-to-Italian and Italian-to-English translation modules.

As mentioned, the students translated an abstract from Italian (their first language) into English. The abstract (200 words long, approximately) dealt with translations from and into English as a *lingua franca*. The abstract is reported in Table 1.

Una lingua franca è una lingua impiegata come strumento di comunicazione tra persone di diversa lingua madre. In contesti specifici, qualsiasi lingua può assumere questo ruolo. Nei giorni nostri, nuove teorie sostengono che la lingua inglese abbia guadagnato la posizione di lingua di comunicazione globale, tanto che si è diffusa la nozione di Inglese lingua franca. L'innegabile predominanza dell'inglese nella società contemporanea, conseguenza anche del processo della globalizzazione, ha portato gli specialisti del campo della traduzione a riconsiderare l'impatto dell'Inglese lingua franca nella pratica stessa (...). Oggigiorno, ai traduttori è sempre più richiesto di tradurre verso lingue diverse dalla loro lingua madre, per una cultura d'arrivo non sempre facile da identificare. In questi casi, l'uso di corpora è ritenuto essenziale al fine di raggiungere una "funzionalità comunicativa" (...). Al traduttore verso una lingua straniera è offerta così la possibilità di lavorare su testi creati in precedenza da altri madrelingua e non, che potranno poi essere confrontati con la propria traduzione, valutandone l'efficacia per la cultura d'arrivo in questione.

(...)

I risultati di questo breve caso di studio sembrerebbero suggerire che le teorie dell'Inglese lingua franca non siano soltanto una prerogativa degli scambi orali, ma anche della comunicazione scritta.

Bucciarelli

Table 1. The abstract the students translated

The following sections highlight the translation shortcomings of the students who used multiple language resources. Afterwards, this paper discusses the translation issues of the students consulting the offline corpus and a bilingual dictionary. In this way, it is hoped that light can be shed on the effectiveness and reliability of corpus-based translation in the academic field,

at least on an experimental basis. By doing so, this paper investigates whether corpus consultation can improve students' translation skills in an academic context and, tentatively, it provides insights on how to address translation shortcomings.

4.1 Students consulting multiple language resources

This section deals with the translation issues of the students who consulted a variety of language resources to translate the abstract from Italian into English. Translations are generally considered acceptable when the function of the target language fulfills the function of the text of the source language (Ordudari).

As already indicated, the first group of students was composed of seven participants. Before highlighting the students' shortcomings, it is relevant to briefly describe the language tools they used; the lecturers verified the use of such resources during the translation process. The students were allowed to use multiple tools. Table 2 reports some data in this regard.

Language resources	Number of students (and %)
Wordreference.com	5 (71%)
Other online bilingual dictionaries (Garzanti; Hoepli; Sansoni)	4 (57%)
Linguee.it	4 (57%)
Context Reverso	3 (43%)
Thefreedictionary.com	1 (14%)
Google simple search	1 (14%)

Table 2. The language resources used by the first group of students

As can be seen, the majority of the students consulted the Wordreference online dictionary (5 out of 7; 71%) and other online dictionaries such as the bilingual Garzanti, Sansoni, and Hoepli (4 out of 7; 57%). Many students also accessed the Linguee and Context Reverso multilanguage platforms (4 and 3 out of 7; 57% and 43%, respectively). Only one student used the monolingual Thefreedictionary, whereas another one performed a simple Google search.

As can be inferred, the majority of the language resources were not particularly targeted. For example, no-one used Google advanced search syntax to look for words in academic contexts, or consulted academic papers and academic language forums to verify language patterns. Therefore, it could be argued that the students mainly relied on online bilingual dictionaries and

all-purposes multilanguage platforms. In this respect, it is worthwhile mentioning that multilanguage platforms may not always be reliable for targeted translations (Prieto Ramos; Giampieri, Milani, 56-57).

4.2 Translation shortcomings of the students using multiple resources

As far as the students' shortcomings are concerned, these were of various types, ranging from semantic (or lexical) issues, due to wrong word choices; idiomatic, due to words which would not be used by native speakers in a given context; syntactical, due to an incorrect word order, and influences from L1 (Hansen 321). Furthermore, there were grammar mistakes *per se*, such as omissions of the definite article or of the third person ending *s* (Seidlhofer 220).

Table 3 exhibits the most recurring issues and the number of students challenged by them, together with some sample phrases.

Translation shortcomings	Number of Students	Examples (shortcomings are underlined)
Singular/plural nouns	7 (100%)	- Translators are increasingly required to translate into <u>language</u> other than their mother tongue - Other people, whose mother <u>tongue</u> is different
Position of words	6 (86%)	Has gained the position of global communication language <u>so much</u> that
Redundancies (L1 influences)	6 (86%)	The impact of English as a <i>Lingua Franca</i> in practice <u>itself</u>
Colligations	5 (71%)	- The translator <u>to</u> a foreign language - Theories <u>for</u> English as a <i>lingua franca</i> - Taking into account <u>of</u> the effectiveness <u>for</u>
(In)definite article	4 (57%)	- The position <u>of</u> <u>global</u> language of communication

		- Specialists in the field of <u>the</u> translation - The undeniable predominance of <u>English</u> language - Urged <u>the</u> specialized translators to - The English language as <u>lingua franca</u>
Wrong translations (collocations)	4 (57%)	- Among people of a <u>distinct</u> mother tongue - Any language can <u>gain</u> this role - A <u>privilege</u> [instead of “prerogative”] of oral communication, but also of the written one
Non-EAP	4 (57%)	- That (in a non-defining relative clause) - Too (at the end of a phrase) - Say (instead of “claim”, or “argue”)
Sentences incomplete or obscure	3 (43%)	- Currently translators are increasingly required in order to translate into languages different from their own mother tongue towards a target culture which is sometimes difficult to identify - Today translations are always more requested to work towards various languages, which tend to be different from their mother tongue, in order to understand a target culture, which may be not so easy to empathize with
Sentence structure (L1 influences)	3 (43%)	- So that to a translator who translates to a foreign language, is offered the chance to work - Concern not only oral communication, but also the written one

Literal translations	2 (29%)	- Texts previously created by other native speakers or not - By other mother tongues or not - Study case
Active/passive form	1 (14%)	- It has been spread the notion of
Agreement	1 (14%)	- The results of this case study <u>seems</u> to suggest
Long sentences (L1 influences)	1 (14%)	- The translators into a foreign language is thus offered the opportunity to work on texts previously created by other native speakers or not, which can then be compared with their own translation assessing their efficacy for the target culture concerned
Verb tenses (irregular verbs)	1 (14%)	- Has broadcasted
Cohesion issues	1 (14%)	- Theories for English as a <i>lingua franca</i> are only an oral exchange trait, but <u>it</u> concerns the written communication too - The undeniable predominance of English in the contemporary society, <u>they</u> are also a consequence of the globalization process,

Table 3. Most recurring translation shortcomings (first group of students)

As observable from Table 3, all the students were challenged by singular/plural nouns, as in the following examples: “translators are increasingly required to translate into language other than their mother tongue” and “other people, whose mother tongue is different”.

Other common shortcomings (6 students out of 7; 86%) were due to word positioning within a sentence, and redundancies. This was probably due to influences from their first language (Randaccio). For example, in the phrase “has gained the position of global communication language so much that”, it is evident that the adjunct “so much” was placed wrongly in the phrase. Also, the expression “the impact of English as a *Lingua Franca* in practice itself”

has a redundant “itself”. Furthermore, 5 students out of 7 (71%) chose incorrect prepositions before or after verbs, nouns, or adverbs. Some sample phrases were the following: “the translator to a foreign language” (instead of “of a foreign language”); “theories for English as a *lingua franca*” (instead of “theories on English as a *lingua franca*”), and “taking into account of the effectiveness for” (without the first “of” and with “of” instead of “for”).

As with the majority of non-native speakers of English, the students found the use of the definite article problematic (Seidlhofer 220). It was either omitted, as in the phrase “the position of global language of communication” or unnecessary, as in “urged the specialized translators to”. Other students (4 out of 7; 57%) misinterpreted or mistranslated parts of the original text.

Most of the times, however, issues were due to wrong collocations. For examples, some participants wrote “a privilege of oral communication”, without thinking that “prerogative”, “characteristics”, or “feature” is the right word in context (instead of “privilege”). The same can be said of “people of a distinct mother tongue”, where “distinct” must be replaced by “different”. In these cases, however, it could be argued that more than a matter of wrong collocations, the students’ issues were due to a wrong choice of words, or of mis-selected dictionary entries.

Other students (4 out of 7; 57%) used non-academic words or expressions, such as the use of “that” in non-defining relative clauses; the adverb “too” instead of “also”, and the verb “say” as in the phrase “the use of corpora is said to”, instead of more formal verbs such as “argued” or “claimed” (Biber and Conrad).

There were also “obscure” sentences (Giampieri *Academic English*), such as “currently translators are increasingly required in order to translate into languages different from their own mother tongue towards a target culture which is sometimes difficult to identify”. Other shortcomings revolved around sentence structure, which were probably influenced by the students’ L1. The following ones are representative examples: “so that to a translator who translates to a foreign language, is offered the chance to work” and “concern not only oral communication, but also the written one”. Literal translations (2 students out of 7; 29%) were probably due to the participants’ L1, as in “created by other native speakers or not” (instead of “created by other native or non-native speakers”).

Minor issues concerned wrong active/passive forms (e.g., “it has been spread the notion of”); subject/verb agreement (e.g., “the results [...] seems to”); long sentences (e.g., one of approximately 40 words); irregular verbs (e.g., “has broadcasted”), and non-cohesive pronouns (e.g., “theories [...] it concerns”).

In light of these findings, it is evident that the majority of the students’ shortcomings were grammatical. It is now interesting to verify whether the

students who consulted the pre-compiled corpus and a bilingual dictionary experienced the same difficulties.

4.3 Translation shortcomings of the students using a pre-compiled offline corpus and a bilingual dictionary

The translation shortcomings of the six students using the pre-compiled offline corpus and a dictionary are dealt with in this section. More precisely, the students consulted the online Garzanti, Hoepli or Sansoni bilingual dictionaries. Table 4 displays the students' major issues.

Translation shortcomings	Number of students	Examples (shortcomings are underlined)
Redundancies (L1 influences)	5 (83%)	The impact of English as a <i>Lingua Franca</i> in practice <u>itself</u>
Singular/plural nouns	5 (83%)	- People of different mother <u>tongue</u> - Translators are increasingly required to translate into different languages than their mother <u>tongue</u>
Sentence structure (L1)	4 (67%)	- It is offered to the translator into a foreign language the chance of working on texts - Nowadays, it is more and more required to translators to translate to - A prerogative of the oral communications, but also of the written one
Literal translations (L1)	4 (67%)	- Other mother tongues and not - The experts of the translation fields
Wrong translations	3 (50%)	- Even (use of) - New theories <u>uphold</u> that - A prerogative of oral <u>exchanges</u> ,
Position of words	3 (50%)	- Has gained the position so much that now
Colligations	3 (50%)	- Effectiveness <u>for</u> the target culture - Different languages <u>than</u> - Translators <u>to</u> a foreign language

Long sentences	3 (50%)	- The translator who translate in a foreign language has thereby the possibility to work on texts created previously by other mother tongue or not mother tongue, which can then be compared with his/her translation, assessing the effectiveness for the target culture at hand - In this way, to translators to a foreign language has been offered the possibility to work on texts created by native speakers and non-native speakers which can be compared with their own translation, considering the effectiveness of this texts for that specific target culture
(In)definite article	3 (50%)	- <u>A</u> corpora - A prerogative of <u>the</u> oral communications - <u>The</u> English as a <i>lingua franca</i>
Verb tenses	2 (33%)	- Translators are increasingly <u>being</u> asked to - <u>Are</u> previously created
Non-EAP	1 (17%)	That (in non-defining relative clauses)
Sentences obscure	1 (17%)	In this way, to translators to a foreign language has been offered the possibility to work on texts created by native speakers and non-native speakers which can be compared with their own translation, <u>considering the effectiveness of this texts for that specific target culture</u>
Possessive case	1 (17%)	Global communication's language

Table 4. Most recurring translation shortcomings (second group of students)

At a first glance, it may be argued that the students who consulted the offline corpus made the same mistakes as those who consulted other language resources. Nonetheless, in the case in point, the most frequent shortcomings revolved around L1 influences, such as redundancies (5 students out of 6;

83%), incorrect sentence structure (4 out of 6; 67%), literal translations (4 out of 6; 67%), and long sentences (3 out of 6).

A large number of students who consulted the corpus (namely, 5 out of 6; 83%) wrote redundant words, as in the phrase “the impact of English as a *Lingua Franca* in practice itself”, where the pronoun “itself” should be omitted. As with the first group of students, mistakes in the use of singular and plural nouns also appeared (5 out of 6, 86%, e.g., “people of different mother tongue”).

Sentence structure was also challenging for some participants (4 students, 67%, instead of the previous 3, 43%). Examples are the following phrases: “it is offered to the translator [...] the chance of” and “it is more and more required to translators to”. L1 influences were evident (4 students, 67%, instead of the previous 2, 29%). A sample phrase is “other mother tongues and not”. In addition, sentences were rather long, as they contained more than 40 words (Dunleavy 115) (3 students, 50%, instead of the previous 1, 14%).

However, mistranslations and inaccuracies were fewer (3 students, 50%, instead of the previous 4, 57%). These were mainly due to wrong word choices, such as “even” instead of “also”, and “new theories uphold that”, instead of “claim” or “argue”. In the latter case, “uphold” was probably confused with “support”. Also, 3 students (50%, instead of the previous 6, 86%) chose a wrong position of “so much” in the following phrase: “has gained the position so much that now”. Among the students who consulted the corpus, grammatical and colligational issues decreased (3 students, 50%, instead of the previous 5, 71%). Some sample phrases are the following ones: “different languages than” (instead of “different languages from”) and “effectiveness for the target culture” (instead of “in the target culture”).

Mistakes concerning the use of the definite article decreased slightly (3, 50%, instead of the previous 4, 57%). Examples are the following phrases: “a corpora”, and “a prerogative of the oral communications”. Two students mistook verb tenses, as in “are being asked to” (with a redundant “being”) and “are previously created” (in this case, “were” should have been used). Minor challenges concerned the use of the possessive case (“global communication’s language”), unclear sentences, and non-academic words (e.g., “that” in a non-defining relative clause).

Table 5 summarizes the students’ shortcomings in both groups and the number of students challenged by them.

Students using multiple language resources		Students consulting a corpus and a bilingual dictionary	
Shortcomings	Number of students and	Shortcomings	Number of students and

	percentage values		percentage values
Singular/plural nouns	(7 out of 7) (100%)	Redundancies (L1 influences)	(5 out of 6) (83%)
Position of words	(6) (86%)	Singular/plural nouns	(5) (83%)
Redundancies (L1 influences)	(6) (86%)	Sentence structure (L1 influences)	(4) (67%)
Colligations	(5) (71%)	Literal translations (L1 influences)	(4) (67%)
(In)definite article	(4) (57%)	Wrong translations	(3) (50%)
Wrong translations	(4) (57%)	Position of words	(3) (50%)
NonEAP	(4) (57%)	Colligations	(3) (50%)
Sentences incomplete or obscure	(3) (43%)	Long sentences (L1 influences)	(3) (50%)
Sentence structure (L1 influences)	(3) (43%)	(In)definite article	(3) (50%)
Literal translations (L1 influences)	(2) (29%)	Verb tenses	(2) (33%)
Active/passive form	(1) (14%)	Possessive case	(1) (17%)
Agreement	(1) (14%)	Sentences obscure	(1) (17%)
Long sentences (L1 influences)	(1) (14%)	Non-EAP	(1) (17%)
Verb tenses	(1) (14%)	-	
Cohesion issues	(1) (14%)	-	

Table 5. Students' shortcomings (both groups).

By analyzing Table 5, it is observable that the students consulting the offline corpus were influenced by their first language but, at the same time, their phrases were more grammatically correct. As a matter of fact, the major shortcomings revolved around redundancies (83%); singular/plural nouns (83%); sentence structure (67%) and literal translations (67%). By contrast, the students using multiple language resources were challenged mostly by singular/plural nouns (100%); positions of words in a sentence (86%);

redundancies (86%); colligations (71%); definite or indefinite articles (57%), and wrong translations (mostly due to collocational issues, 57%). Figure 1 clearly showcases these findings. The figures and data displayed in Figure 1 are the results of the authors' processing.

Figure 1. Students' shortcomings according to the translation resources used

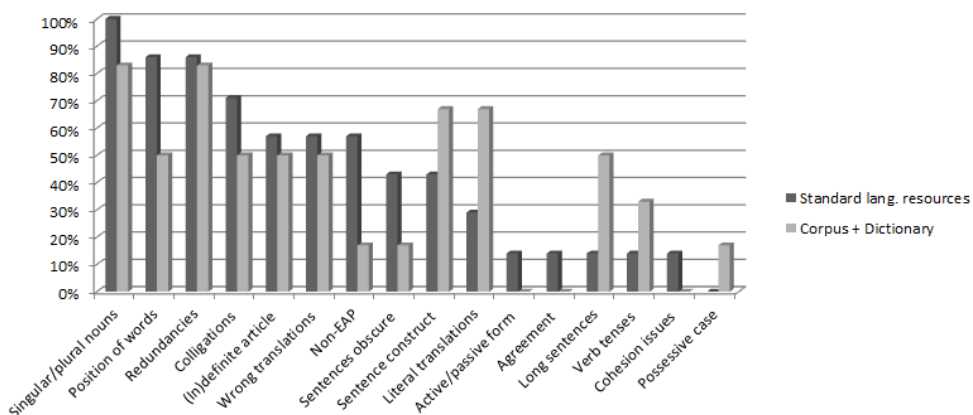


Figure 1 highlights that the second group of students were influenced by their first language, but their sentences were generally grammatically correct. As a matter of fact, these students did not make any cohesion, agreement or collocational mistakes. Also, issues concerning colligations and singular/plural nouns were fewer. Their major shortcomings revolved around sentence structure, literal translations and long sentences, which pertain to the category of inaccuracies due to first language influences (Randaccio).

5. Discussion

In light of the results obtained in this initial classroom observation study, it could be speculated that consulting a corpus can increase the chances of writing a text which is grammatically correct. A further step could be undertaken by exposing students to academic writing strategies, such as reformulations, exemplifications, hedging, etc. In this way, students would become familiar with academic writing devices and may be more prone to produce quality target texts.

With regard to influences from the participants' first language, it could be assumed that shortcomings were due to poor corpus consultation and/or insufficient training in corpus analysis (Zanettin 220). Another reason could be the fact that the students did not feel confident of their L2 knowledge.

Further research is called for in order to either corroborate or confute these assumptions.

This study is only tentative and initial; therefore, further analyses are necessary to explore to what extent corpus consultation can effectively improve translation skills in an academic context, and whether more in-depth corpus consultation training can reduce users' L1 influences.

6. Conclusions

This paper was aimed at exploring whether the translation of an academic abstract could be supported or supplemented by corpus consultation. To this aim, thirteen second-year Bachelor students were involved in a translation project. The students were divided into two groups: seven translated an academic abstract by using the language resources they were accustomed to; the remaining six consulted a pre-compiled offline corpus and a bilingual dictionary.

The first group of students mainly resorted to online bilingual dictionaries and multilingual platforms. The most recurring translation shortcomings revolved around singular/plural nouns (100%); wrong positions of words in a sentence (86%); redundancies (86%); colligations (71%); definite/indefinite articles (57%); wrong translations (57%) and non-academic words (57%). Therefore, the issues were mostly grammatical.

The second group of students wrote redundant words (83%); wrong singular/plural nouns (83%); mistaken sentence structure (67%) and literal translations (67%). Apart from the students' shortcomings in singular/plural nouns, it was evident that the second group was mainly influenced by their first language. Exploring the reasons for this phenomenon was beyond the scope of this paper. However, it could be speculated that wrong sentence structure or literal translations were the result of poor corpus consultation, insufficient training in corpus analysis (Zanettin 220), or the fact that the students felt insecure about their L2 knowledge. Hence, it could be assumed that further training in corpus consultation may help students notice patterns of language more carefully.

This paper brought to the fore the fact that corpus consultation can improve students' translation skills in academic settings. In particular, corpus-based translation helps reduce grammar issues and foster collocational knowledge. Therefore, it can be argued that corpora of authentic texts can improve users' fluency in a second language.

However, further research is necessary to corroborate these initial findings and explore to what extent in-depth corpus analysis training can address the translation shortcomings discussed in this paper.

The limits of this paper lie in the reduced number of participants. The two groups, in fact, were very small and they did not feature equal number of participants. Therefore, the results obtained might have reflected the uneven number of students in each group.

Additionally, the paper highlighted that students' skills varied with a great deal. To counter this, the translation resources could have been switched between the two groups, and another abstract might have been assigned for translation. Furthermore, to increase relevance, a higher number of abstracts should have been translated by the students.

Therefore, future studies could involve a larger group of students and analyze whether their translation competences in the academic field can be further developed in the long run by corpus consultation. Also, more abstracts could be focused on.

Hence, exposing students to prolonged periods of training in corpus analysis may be considered in order to investigate whether increased corpus consultation skills can lead to improved translation quality.

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