



# A System Of Exercises And Tasks For Developing Written Translation Competence Through The Use Of Corpus Tools

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**Abstract:** This article presents a system of exercises and tasks aimed at developing students' written translation competence through the use of corpus-based tools. Written translation is a complex linguistic, cognitive, and cultural process in which the student must not only transfer the content of the text into another language, but also accurately interpret its communicative purpose, stylistic tone, and the author's intention. From this perspective, the system of exercises and tasks serves as a central component of foreign language teaching methodology, playing a significant role in transforming theoretical knowledge into practical activity and in fostering students' independent and critical thinking as translators. The article examines the advantages of a corpus-based approach. In particular, the use of parallel and monolingual corpora enables a precise identification of the frequency, stylistic features, and contextual meanings of linguistic units in real language usage. This contributes to maintaining semantic equivalence, genre appropriateness, and discursive coherence in the translation process. The article also provides a didactic classification of translation exercises and highlights their role in enhancing cognitive, communicative, and reflective learner engagement. Practical tasks include segmentation activities, comparative analysis of alternative translation variants, searching for contextual synonyms, reinterpretation of idiomatic expressions, the use of terminological corpora, working with Translation Memory tools, and collaborative translation project-based learning. The study concludes by substantiating the pedagogical value of corpus-based exercises and tasks in developing written translation skills and offers methodological recommendations for their effective integration into the teaching process.

**Keywords:** Written translation, corpus linguistics, system of exercises and tasks, translation competence, foreign language teaching, reflective approach, cognitive activity, communicative skill.

**Introduction:** In the methodology of foreign language teaching, the system of exercises and tasks is considered the central component of the instructional process. This is because the learner develops not only as a recipient of theoretical knowledge, but also as an active subject who applies this knowledge in practice. From a didactic perspective, exercises and tasks serve as a means of enhancing students' cognitive, communicative, and reflective activity.

The system of exercises performs two essential functions in language learning: first, it facilitates the transformation of theoretical knowledge into practical skills; second, it directs the learner toward independent thinking, analytical interpretation, and creative problem-solving. In this regard, exercises and tasks act as a mediating link in the transition from the reproductive stage of learning to the creative stage. Pedagogically, their role corresponds to the sequential development of the levels identified in Bloom's taxonomy: remembering, understanding, applying, analyzing, synthesizing, and evaluating. For instance, at the initial stage, the learner consolidates knowledge by memorizing linguistic units, while at the next stage, applying them within textual contexts enables analytical reasoning and synthesis.

Furthermore, exercises and tasks serve as tools for management and monitoring within the teaching process. They enable the instructor to assess students' knowledge, identify their level of acquisition, and enhance educational effectiveness. Consequently, the system of exercises and tasks functions as a necessary condition for ensuring the integration of theoretical and practical dimensions in foreign language teaching and for mastering the language efficiently.

## METHODS

In the process of systematizing exercises and tasks in foreign language methodology, it is essential to distinguish among the concepts of "activity," "task," and "exercise," as they structure the learner's engagement at different stages and serve specific methodological goals.

According to J. C. Richards, the distinction between activity, task, and exercise is explained as follows: an exercise refers to a controlled, instruction-based or open-ended practice focused on a particular aspect of language, such as drills, cloze tests, or reading comprehension activities. An activity, on the other

hand, is related to the course objectives and involves students doing something meaningful either communicatively or affectively (for example, singing, role-play, or group discussion). A task is a meaning-focused communicative assignment in which learners use linguistic resources to achieve an outcome that may have relevance beyond language learning itself.

## RESULTS

Similarly, R. P. Xavier notes that exercises are primarily form-focused, aimed at consolidating linguistic units and grammatical structures by emphasizing specific forms. Tasks, in contrast, are meaning-focused, encouraging learners to develop practical skills related to meaning negotiation, communication, and contextual interpretation; such tasks may lead to more complex and variable outcomes.

Thus, an exercise typically refers to traditional drills designed to internalize, reinforce, and automatize language units. These are reproductive in nature and enable students to practice accurate usage of linguistic items. For example, reworking collocations through corpus-based synonymic variants can be regarded as an exercise.

A task, however, is a communicative assignment that directs the learner toward achieving a specific outcome within a language-use context. In performing a task, the student employs not only linguistic knowledge but also strategic and pragmatic competence. For instance, translating a legal document from English into Uzbek using a corpus to identify the most accurate equivalents and presenting the final translation is considered a task.

## DISCUSSION

The concept of activity is broader. It encompasses all forms of learner engagement within the instructional process, including performing exercises, solving tasks, participating in discussions, and engaging in creative production. An activity shapes the student as an active participant in learning and develops cognitive, communicative, and social competencies. For example, students working in small groups to discuss translation strategies using corpus data is considered an activity.

Therefore, in the instructional process, the exercise–task–activity sequence ensures the gradual development of written translation competence. Exercises automatize linguistic forms; tasks develop their purposeful application in communicative contexts; and activities foster independent, creative, and reflective learner engagement. This approach enhances not only the effectiveness of language learning but also the practical development of translation competence grounded in corpus-based resources.

**Table 1.**  
**“Activity”, “Task” and “Exercise” concepts and their differences**

Type	Meaning	Characteristic	Purpose	Example
<b>Exercise</b>	A short and clear action aimed at automating a specific linguistic (speech) skill (e.g., grammar rule, vocabulary, pronunciation).	Reproductive; expects the learner to respond according to a given pattern.	To reinforce and automate language units.	Fill-in-the-blanks, cloze test, transformations, applying correct grammatical forms.
<b>Task</b>	According to Task-Based Learning (TBLT), a “task” is a communicative language activity that resembles real-life situations.	The learner uses language as a tool (the goal is to achieve a result, not to learn the language itself).	To create meaning and develop communicative competence.	Projects, discussions, translation creation, meaningful writing, using a corpus for analysis and translation.
<b>Activity</b>	A broader concept referring to any classroom process involving learners (game, discussion, role-play, debate, group work).	Not always focused on a specific result; aims to make the learning process engaging and motivational.	To promote interaction, participation, and a language-rich environment.	Role-play, group discussion, creative writing, working with vocabulary and collocations.

In the course of our research, several scholarly approaches to the classification of exercises were examined in order to develop a system of exercises and tasks aimed at improving students’ written translation competence through the use of corpus tools. In particular, the issue of classifying exercises in translation training has been addressed by a number of researchers.

For instance, Yu.V. Ivanova, in her dissertation entitled *Teaching Literary Translation as a Type of Intercultural Speech Activity*, emphasizes that the system of exercises in teaching literary translation is based on the principle of gradual progression. According to the scholar, each exercise should consecutively contribute to the development of the student’s linguistic sensitivity, translation skills, and ultimately, creative competence. The major types of exercises identified by Ivanova include:

- Sensory-analytic exercises, aimed at identifying semantic and subtextual layers of the source text;
- Paraphrasing exercises, which reinforce the ability to recreate meaning through alternative linguistic forms;

- Comparative exercises with expert translations, enabling critical evaluation of equivalent choices and stylistic solutions;

- Text reconstruction exercises, focused on restoring meaning and coherence through linguistic transformation.

Along with these exercises, the author proposes a system of tasks designed to foster students’ independence and creative engagement in the translation process. These tasks require students to make autonomous translational decisions and include: preparing translation commentaries, comparing alternative translations, performing independent translation assignments, and conducting intercultural analysis of translated texts.

In the context of Uzbek translation pedagogy, I.M. Tuxtasinov examines the classification of exercises in teaching interpreting, linking them to training-based practical skill development. The scholar asserts that the selection of exercises in the teaching process must be directly aligned with the need to form essential interpreting competencies. The most important skills

highlighted include: listening comprehension, mnemonic (memory) techniques, transformation skills, interlingual switching, control of speech mechanisms, oral speech technique, translation speed, and listening to texts intended for translation. Tuxtasinov further proposes specialized exercises for the development of each of these competencies.

For example, the scholar considers the following exercises to be particularly effective for developing listening skills:

Translation dictation exercises;

- Exercises for understanding socio-political vocabulary perceived through listening;
- Exercises involving written translation of recorded audio.

Another prominent Uzbek scholar, U.R. Yo'ldoshev, emphasizes the importance of exercises aimed at developing essential translator skills such as deverbalization, transformation, and substitution. He proposes the following classification of exercises in literary translation:

- Pre-translation analysis exercises;
- Exercises for translating the morphology of literary texts;
- Exercises for translating the syntax of literary texts;
- Exercises for translating the lexicology of literary texts;
- Exercises for translating the stylistics of literary texts.

J.R. Abduganiyeva argues that the system of exercises in sequential translation training should be designed with linguistic, technical, and psychological challenges in mind. According to the scholar:

Linguistic exercises are aimed at correctly applying complex sentences, terminology, and structural elements of the text in translation;

Technical exercises focus on pronunciation, speech rate, voice and diction practice, as well as reconstructing the text through auditory and visual

perception;

Psychological exercises are intended to develop concentration, memory, speed, and the ability to manage stress.

To strengthen students' autonomy, J.R. Abduganiyeva also proposes interactive tasks, such as activities to enhance attention, create visual representations, maintain motivation, and instill translators' deontological principles.

In terms of corpus-based teaching, R.G. Giyosiddinova's research is particularly significant. She emphasizes the improvement of writing competence through corpus technologies and proposes a four-stage exercise system based on corpus tools:

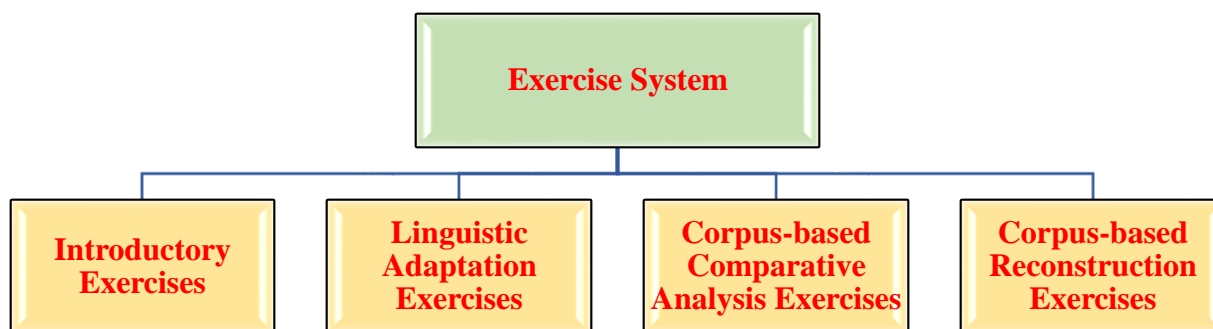
- Introductory exercises;
- Activating exercises;
- Applicative exercises;
- Productive exercises.

In our view, the complexity of written translation is manifested through its multiple constituent components:

- Lexical competence (selection of words and collocations);
- Grammatical competence (adjustment of sentence structures and forms);
- Stylistic competence (ensuring stylistic coherence);
- Semantic competence (accuracy of meaning);
- Intercultural competence (accurate rendering of realia and connotations).

To enhance these competencies in students, exercises should be organized step by step and structured around corpus-based tools.

Based on the above analyses, the author proposes a system of exercises and tasks aimed at improving written translation competence through the use of corpus tools.



**Figure 1. Proposed System of Exercises and Tasks  
“Introductory Exercises”**

### Introductory Exercises

The first stage in the system of exercises aimed at improving students’ written translation competence using corpus tools is represented by introductory exercises. These exercises provide an initial familiarization with corpus technologies and prepare students to use the tool’s capabilities effectively. The process of written translation requires not only linguistic knowledge and creative approaches but also the efficient use of technological resources. Therefore, introductory exercises are designed to develop students’ foundational skills in working with a corpus.

The primary goal of these exercises is to engage students with the corpus interface, search system, and parallel texts, teaching them to identify the necessary linguistic units for translation and to pay attention to their contextual usage.

The specific objectives include:

Explaining the capabilities of the corpus to students

**Example:**

#### Exercise 1: Identifying Synonym Variants

*Use the corpus to find different Uzbek equivalents of the English word “development.” Retrieve 10 contexts from the KWIC window and write down the possible translations (e.g., rivojlanish, taraqqiyot, o’sish).*

**Objective of the Exercise:** To teach students to search for equivalent variants using a corpus and to identify their semantic connotations.

#### “Linguistic Adaptation Exercises”

The second stage of the exercise system aimed at improving students’ written translation competence through corpus tools consists of linguistic adaptation exercises. These exercises develop students’ skills in adapting lexical, grammatical, and syntactic units to the natural patterns of the target language in written translation. This is because students often translate words and structures from the source language literally, which results in unclear or artificial expressions in the target language. Using a corpus, however, provides opportunities to identify natural

and demonstrating ways to apply it in written translation.

Searching for different variants of words and phrases using the corpus and analyzing their contextual differences.

Using a parallel corpus to show the relationships between the source text and its translation.

Preparing students for subsequent stages, i.e., forming the initial skills necessary for lexical, grammatical, and stylistic adaptation exercises.

Introductory exercises develop students’ preliminary skills in using the corpus during written translation activities. At this stage, students expand their vocabulary, examine the frequency of use of linguistic units, and analyze how equivalents are employed in various contexts. As a result, they become prepared to make accurate and justified choices in written translation.

usage, find appropriate collocations, and ensure syntactic compatibility.

The aim of the second stage is to develop students’ skills in adapting lexical and grammatical units to context in written translation using a corpus, as well as to teach them to maintain stylistic coherence.

The objectives of this stage are as follows:

To enrich students’ lexical choices and teach them to find contextually appropriate variants of synonymous units.

To practice identifying and using natural translation



variants of complex sentences using a parallel corpus.

To ensure fluency in written translation through correct use of collocational units in the target language.

To practice grammatical transformations (active–passive, complex–simple sentences, tense forms) based on corpus data.

**Example:**

**Exercise 1: Collocation Matching**

*Use the corpus to find the most common collocations for the English word “make.” Compare the Uzbek translations (qaror qabul qilmoq, xatoga yo‘l qo‘ymoq, tanlov qilmoq) with literal variants (qilmoq). Rewrite the sentences using the most natural collocations identified in the corpus.*

**Objective of the Exercise:** To teach students to use contextually appropriate natural expressions instead of literal word-for-word translation.

**“Corpus-Based Comparative Analysis Exercises”**

One of the main tasks in developing students’ written translation competence is to compare and analyze their own translation with professional translations. Corpus-based comparative analysis exercises allow students to identify errors, understand their causes, and select the most appropriate variant. During these exercises, parallel corpora, professional translations, and authentic texts are used. The aim of these exercises is to develop students’ ability to independently evaluate their own translations and, by comparing them with professional variants in the corpus, to enhance strategic decision-making skills.

This system includes the following tasks:

**Example:**

**Exercise 1: Parallel Comparison**

*Translate the sentence “He faced serious challenges during the project.” Then use the parallel corpus to find at least 3 professional translations of the same sentence. Compare your translation with those variants and explain which is most appropriate in Uzbek.*

**Objective of the Exercise:** To develop students’ ability to compare their translations with professional variants and make optimal choices.

**– “Corpus-Based Reconstruction Exercises”**

In the process of written translation, certain elements in a text are often omitted, used incorrectly, or semantically unclear. Corpus-based reconstruction exercises aim to eliminate such deficiencies, helping students restore the text in a complete and coherent form. Using a corpus, the student identifies missing or incorrectly rendered words, phrases, or sentences and reintegrates them into the translation. The purpose of these exercises is to develop students’ skills in restoring, supplementing, and correcting texts in written translation, as well as to teach them to

**Example:**

Linguistic adaptation exercises allow students to create written translation variants that are natural and fluent not only at the word level but also at the sentence and text level in the target language. This stage lays the foundation for subsequent exercises, namely comparative analysis and reconstruction exercises.

Helping students identify lexical, grammatical, and stylistic errors in their translation process.

Teaching students to select the correct variant by comparing their work with professional translations.

Encouraging students to justify their choices, i.e., to explain why a certain variant is preferable.

Guiding students toward self-analysis and improvement of translation strategies.

In this way, corpus-based comparative analysis exercises train students to assess their own work, recognize errors, and compare them with professional standards. This promotes independent and well-founded decision-making skills in written translation.

Example:

effectively use corpora to address issues that arise during the translation process.

Tasks:

- Restore missing or omitted units in the text based on corpus data.
- Replace incorrect or artificial variants with natural forms found in the corpus.
- Ensure semantic coherence and stylistic consistency of the translation.
- Develop students’ skills in independent analysis and correction.

### Exercise 1: Filling in the Gaps

A part of a translated sentence is missing:

“The government has adopted a comprehensive \_\_\_\_\_ to address climate change.”

Use the corpus to find the most appropriate equivalent (e.g., policy, strategy, program) and complete the sentence in Uzbek.

**Objective of the Exercise:** Teach the student to restore omitted units using the corpus.

### CONCLUSION

In conclusion, it has been established that the system of exercises and tasks in foreign language teaching methodology plays a central role in developing students' written translation competence. Exercises based on corpus tools not only structurally and methodically automate the translation process but also enable students to perform in-depth analysis of linguistic units, identify semantic and stylistic appropriateness, and adapt the text to context. The exercise and task system proposed in this study including introductory exercises, linguistic adaptation exercises, corpus-based comparative analysis exercises, and corpus-based reconstruction exercises is designed to progressively develop students' skills in written translation. This system facilitates the transformation of theoretical knowledge into practical skills, promotes independent and critical thinking, and reinforces a reflective approach. As a result, students are capable of producing high-quality translations that meet linguistic, semantic, stylistic, and intercultural standards. Moreover, the corpus-based exercise and task system allows for the scientific grounding of the translation process, enhancing its analytical and communicative rigor. This serves as an innovative approach in teaching methodology, providing an effective means to develop students' translation competence and strengthen their practical skills. The findings of this research contribute to improving the effectiveness of written translation instruction in practice, advancing students' proficiency in using corpus tools, and fostering their development as independent, critically thinking translators.

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