

Zh. Manapbayeva* 

International Information Technology University, Almaty, Kazakhstan

*e-mail: zh.manapbayeva@iitu.edu.kz

THE USE OF PARALLEL CORPORA IN TEACHING LANGUAGES AND TRANSLATION PRACTICE

Nowadays the methodology of teaching foreign languages and translation practice involves using and development of modern computer applications called parallel corpora of texts of various genres. Such developments haven't been developed in Kazakhstan yet, though parallel texts or so-called bitexts were used for comparative analysis in applied linguistics long before.

In teaching translation practice, parallel corpora can be applied for getting referential information, for getting samples of translation made by professionals. They can be used for studying the techniques and methods of translation. In teaching a foreign language, parallel corpora can be applied to choose the most appropriate equivalents of the studied vocabulary, trace its meaning in authentic contexts. The paper considers a number of methodological techniques when using corpora, methods for their construction, types of corpora, as well as the use of special programs for parallel texts. Currently, machine translation itself is based on parallel texts. In the future, a parallel corpus with fully aligned and marked translation units will bring translation studies in the Kazakh language to a new level. Such a corpus can act as a translation memory for the creation of professional machine translation applications, including a simultaneous interpreter program for a conference, an application for translating the spoken text into written text in another language.

Keywords: parallel corpora, language teaching, translation practice, translation technique, corpus linguistics

Ж.Ж. Манапбаева*

Халықаралық ақпараттық технологиялар университеті, Алматы, Қазақстан

*e-mail: zh.manapbayeva@iitu.edu.kz

ПАРАЛЛЕЛЬ КОРПУСТАРДЫ ТІЛ ЖӘНЕ АУДАРМА ТӘЖІРИБЕСІН ОҚЫТУДА ПАЙДАЛАНУ ЕРЕКШЕЛІКТЕРІ

Қазіргі таңда тіл мен аударма тәжірибесін оқыту әдістемесінде әртүрлі жанрадағы мәтіндердің электронды параллельді корпусын жасау және пайдалану өзекті болып табылады. Қазақстандағы мұндай бағдарламалар әлі толыққанды жасала қойған жоқ, дегенмен параллель мәтіндер аударманы салыстырмалы талдау үшін бұрыннан қолданылған.

Аударманы оқыту міндеттерінде мәтіндердің параллельді корпусын аударманың әдістері мен тәсілдерін зерделеу кезінде кәсіби аударма үлгілерін беретін анықтамалық ақпарат ретінде қарастыруға болады. Шетел тілін оқыту міндеттерінде мұндай корпустар зерттелетін лексиканың ықтимал эквиваленттерін таңдауға, белгілі бір контексте оның мағыналары мен қызметтерін қадағалауға мүмкіндік береді. Бұл мақалада корпустарды пайдаланудың бірқатар әдістемелері, оларды жасау әдістері, корпус түрлері, сонымен қатар параллель мәтіндер үшін арнайы бағдарламаларды пайдалану ерекшеліктері қарастырылады. Қазіргі уақытта машиналық аударманың өзі параллель мәтіндерге негізделген. Болашақта аударма бірліктері бар параллель корпус қазақ тіліндегі аударманы жаңа деңгейге шығарады. Мұндай жағдай кәсіби машиналық аударма қосымшаларын, соның ішінде конференцияға арналған синхронды аударма бағдарламасын, ауызша мәтінді басқа тілдегі жазбаша мәтінге аударуға арналған қосымшаны жасау үшін аударма жады ретінде әрекет ете алады.

Тірек сөздер: параллель корпус, тіл оқыту, аударма тәжірибесі, аударма тәсілі, корпустық лингвистика

Ж.Ж. Манапбаева*

Международный университет информационных технологий, Алматы, Казахстан

*e-mail: zh.manapbayeva@iitu.edu.kz

ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ПАРАЛЛЕЛЬНЫХ КОРПУСОВ В ОБУЧЕНИИ ЯЗЫКАМ И ПРАКТИКЕ ПЕРЕВОДА

В современном образовании методология обучения иностранным языкам и практике перевода включает использование, а также разработку современных компьютерных программ, называемых параллельными корпусами, состоящих из текстов различных жанров. Такие разработки в Казахстане находятся на стадии развития, однако параллельные тексты, так называемые битексты используются в компаративных лингвистических исследованиях с давних пор.

При обучении практике перевода, параллельные корпуса можно использовать для получения реферативной, справочной информации, а также образцов переводов, выполненных профессионалами. Все эти данные можно применять при исследовании стратегий и приемов перевода. При обучении иностранным языкам параллельные корпуса дают возможность выбрать соответствующую лексическую единицу для определенного контекста, отследить значение многозначных слов в аутентичных текстах. В настоящее время сам машинный перевод основан на параллельных текстах. В будущем параллельный корпус с полностью выровненными и маркированными единицами перевода выведет переводоведение на казахском языке на новый уровень. Такой корпус может выступать в качестве памяти переводов для создания профессиональных приложений машинного перевода, включая программу синхронного перевода для конференции, приложение для перевода устного текста в письменный текст на другом языке.

Ключевые слова: параллельный корпус, обучении языку, практика перевода, прием перевода, корпусная лингвистика

Introduction

Currently, conducting research using information technologies has become the main task of any scientific field. Information technology not only automates research work, but also allows obtaining accurate, precise data.

There is a need to use new technologies, especially in research related to Kazakh linguistics. The task of optimizing work such as teaching the Kazakh language, translating from the Kazakh language and into the Kazakh language requires the introduction of the Kazakh language into the world information space. Artificial intelligence, machine translation, speech recognition synthesizers and other information technology products are essential for the development of the Kazakh language.

Today, digitization of the Kazakh language as a means of communication and the main cultural phenomenon plays an important role in the education of the growing generation. Digitization of the Kazakh language and introduction to the world information space is not limited to the creation of a monolingual national corpus of the Kazakh language. Currently, parallel corpora of world languages are also being created. The further development of the state language requires IT products that respond to the tasks set by our President K.K. Tokayev on digitalization of our country.

Materials and methods

We have studied the adequacy of translation of national realities in Smagul Yelubay's novel "Ak Boz Uy" between 2017 and 2022. During the research, we have created a working corpus of realia in Microsoft Excel spreadsheets and identified 2555 contexts of about 420 realia-words and about 80 contexts of metarealia. Based on such large-scale data, we have been able to describe the translation of realia in the literary text, made normative conclusions, and proposed four rules for the translation of realia. As a result of this doctoral dissertation, the need for rapid automation of research in the field of translation has been justified.

In the present paper we will use some examples of parallel texts from the working corpus that we have developed, and also some examples from personal translation practice to justify the urgent need in building the electronic parallel corpora.

Literature review

A parallel corpus is a large-scale text database (bitext) containing texts written in one language and one or more translations of them in another language. Such corpora are usually created within two or more languages. The most effective and optimal form of parallel corpora is a "mirror" balanced form of translations and the original in two or more languages. The process of creating a parallel corpus consists of three stages – alignment of the original and translated texts, creation of the markup of the texts and programming of the search interface (Dobrovolskiy, 2015).

In recent years, hundreds of parallel corpora have been built around the world. Among them, the corpus of the European Parliament in 11 languages consisting of 20 million words, Chemnitz German-English corpus consisting of 3 million words, English-Chinese parallel corpus created in Hong Kong, Russian-English, Russian-German, Russian-Chinese based on the national corpus of the Russian language, etc. can be mentioned. The problem of creating a multilingual corpus have also been solved in Turkish, Bulgarian, Czech, Estonian, Hungarian, Romanian, Danish, Spanish, Croatian, etc. languages. In Kazakhstan the Institute of Linguistics named after A. Baitursynov is creating a parallel corpus based on M. Auezov's novel "Abay Zholy" relying on the national corpus of the Kazakh language under the program of targeted financing.

In modern corpus linguistics, there are two types of parallel corpora (Sosnina, 2023):

- 1) multilingual or comparable corpora,
- 2) Translation corpora.

The structural organization of the corpus can be very different, depending on the pragmatic goals of its creator or user:

- “in the form of traditional text with reference to the translation/s,
- in tabular "mirror" form, which is more convenient for perception and comparison,
- in the form of a database” (Sosnina, 2023).

Areas of corpus linguistics, including projects of electronic text corpora, are actively developing and have significant applied potential in the methodology of teaching foreign languages and translation, as well as in computational linguistics. Much attention is paid to the issues of language teaching and translation based on parallel corpora in the works of such scientists as M. Barlow, Mackenery, Baker, Wilson, Danielson and Ridings, Zanneti, Arenberg, Blank, Brown, Church and Gale, Davis, Foster and many others.

Until now, a full-fledged parallel corpus of the Kazakh language with aligned translation units and markup has not yet been created, except for the parallel subcorpus of the Institute of Linguistics, which is based on only one literary work, and does not contain markup, and generally hasn't been presented officially (qazcorpus.kz).

Although there was no such automated database as a parallel corpus, the comparative study of one text and its translations in several languages or multiple translations in one language is a long-standing approach. It was especially widely used when comparing translations of the canonical Bible into European languages. Famous translator E. Nida also defined the phenomenon of "dynamic equivalence" by comparing such parallel texts (Nida, 24).

In recent years, corpus-based lexicological, lexicographic, comparative-contrastive, applied, linguistic-statistical, lingo didactic, etc. comprehensive research is being conducted. They are aimed at studying the function of word forms in a certain language, comparing them with other languages. For example, D. Dobrovolskij identifies non-trivial semantic and discourse features of non-equivalent vocabulary with parallel corpora (Dobrovolskij, 2015). Scientists have also compared the quality of translations done using a parallel corpus and a translation dictionary. Iranian scientists M.M. Tayebeh and M. Dehcheshmeh conducted an empirical experiment to determine the quality of translation done with a parallel corpus. As a result, it was determined that the quality of the translation done with the corpus is 55 percent higher and it is done faster (Tayebeh, 2018).

In addition to lexicological research, scientists also consider the features of using parallel corpora in language teaching. For example, A. Abdallah found that English-Arabic parallel texts significantly improve students' reading literacy (Abdallah, 2021).

Results and Discussion

1. Parallel Corpora in Translation Teaching

Parallel corpora automate the process of studying the translation of various language units, phrases and words in a specific context. For example, it will no longer be necessary to manually search for the translation of a word in the translated text. A parallel corpus search function automatically retrieves the translation of this word in all contexts. This feature is useful not only for professional translators, but also for young translators. In Russia, for example, V.V. Kabakchi's, T.A. Kazakova's educational materials have been prepared for young translators based on parallel texts. Unfortunately, there are no such educational tools in Kazakh translation studies.

The transformation of parallel texts into electronic form and their organization in the form of an electronic corpus has a positive effect (a large amount of material, its diversity in styles and genres, the effectiveness of quick analysis and search for examples of the analyzed constructions, etc.). "The use of parallel corpora obviously has a positive effect on the process of learning to translate. Due to the many variants of translation of a lexical unit or phrase of interest, the tendency to equate them to any one equivalent in the target language decreases. A parallel corpus can also clarify the choice of translation techniques" (Sosnina, 2019).

In addition, in a practical sense, translation should focus on post-editing, comparison and evaluation of different strategies and interpretations within the context. A translator (especially a novice one) needs

resources that could act as standards for translation and evaluation of translation in certain "standard" conditions. According to some data, about 50%, and at the initial stage of training, up to 80% of the translation time is spent on referring to abstract information, for example, dictionaries (Doval, 2019: 98). Electronic parallel corpora and linguistic computer technologies can significantly reduce these time costs and provide samples of professional translation when studying the techniques and methods of translation.

1.1 Exploring the possibilities and techniques of translation based on corpora

A teacher or a student using a special application, e.g. parallel corpora can find the equivalent of the lexical unit of interest, specify by what principle anthroponyms, toponyms (transcription, transliteration, qalque), idioms, terms, etc. are translated, can find matches to certain grammatical or stylistic expressions and identify ways of translating them, obtain a list of contexts for these expressions, keep them as an example teaching class.

In this paper, we highlight the most striking possibilities of using parallel corpora in the theory and practice of translation, presenting them in the form of a table of examples.

1.1.1. Translation of proper names, special vocabulary

Parallel corpora can help to trace the way some proper names and special vocabulary are translated in various contexts. For example,

<i>Source text</i>	<i>Translation</i>
«Голос у гостя вкрадчивый. Курен это, от Мажана он пришел.» (Yelubay, 2009: 50)	“The guest’s voice was ingratiating. He was Jorga Kuren, and had been sent by Mazhan.” (Yelubay, 2016: 58)
«Курен – дальний родственник Мажану... Потому и прозвище у него – Лис Курен». (Yelubay, 2009: 50)	“Kuren was a distant relative’s of Mazhan’s. His nickname was Ambler Kuren.” (Yelubay, 2016: 58)

From the above examples it can be seen that one and the same proper name in a book can be translated in different ways. So the future translator can trace the way the lexical units are reproduced in the target text with the help of electronic parallel corpora. Using paper-based parallel texts cannot be so productive.

1.1.2. Parallel corpora of texts are especially useful when the translator works with strictly standardized (conventional) texts, in which it is banned to make any changes to the structure and logical order in the text due special norms in the certain language. These are texts of business correspondence, texts of recipes, texts of weather forecasts, texts of contracts, policies, etc. Texts of various styles differ both in the vocabulary used in certain texts, and in the grammatical and syntactic structures of the sentences contained in them.

<i>Source text</i>	<i>Translation</i>
КОНТРАКТ № Алматы " _____ " _____ 20 ____ г. _____, именуемый в дальнейшем Поставщик, с одной сто- роны, и _____, именуемый в дальнейшем Покупатель, с другой стороны, заключили настоя- щий контракт о нижеследующем:	CONTRACT No. Almaty " _____ " _____ 20 ____ _____ hereinafter referred to as the Provider, on the one hand and _____ _____, hereinafter referred to as the Buyer, on the other hand, have concluded this Contract as follows:

Less normalized texts allow variation of the invariant. Parallel corpora of sample texts, compiled at the stage of pre-translation analysis of the source text, can serve for the translator and the student as an effective tool, for example, as a dictionary, reference, etc.

1.1.3. Parallel corpora are necessary when looking for an equivalent for technical terms. With the rapid emergence of terms in many scientific, technological or political fields, the creation of modern

terminological guides lags behind, causing problems for translators and resulting in conflicting and varied translations. Parallel corpora of translated texts can be used as a resource for automatic retrieval and extraction of terms and terminological phrases.

<i>Source text</i>	<i>Translation</i>
FOUR-EYES PRINCIPLE means that a certain activity, such as a decision, transaction, etc., must be approved by at least two people.	ЕКІЖАҚТЫ ТЕКЦЕРУ ҰСТАНЫМЫ бойынша қандай да бір жұмыс, мәселен шешім, қаржылық амал, т.б. кем дегенде екі адаммен мақұлдануы керек.
KYC means the Know Your Counterparty screening procedure established for Company counterparties.	ӨКБ – Компания контрагенттеріне қатысты белгіленген «Өз контрагентінді біл» тәртібі.

The terms ‘four-eyes principle’, ‘KYC’ have long been absent in translation dictionaries. In such cases translators can search for the words and phrases in parallel corpora, and get big data on what have been done with such non-equivalent vocabulary previously to do adequate translation.

1.1.4. The study of literary translation

Among the latest studies of interest on this topic is the article by D.O. Dobrovolsky "Corpus of parallel texts as a tool for the analysis of literary translation", where he presents the preliminary results of a study carried out at the Austrian Academy of Sciences in Vienna within the framework of the project "Austrian Academy Corpus". We are talking about the creation and use of the Russian-German corpus based in its pilot phase on the novel by F.M. Dostoevsky's "The Idiot" and its German translations. There are over 20 German translations of this novel. Thus, "the material presented in the corpus makes it possible not only to study the standard lexical and syntactic correspondences between two languages, but also to analyze the principles underlying a particular translation strategy" by comparing different translations (Dobrovolskij, 2015).

1.2. Conclusions and methodological recommendations

From the foregoing, it follows that the parallel corpora offered to students can serve as a clear example of the methods of translation, examples of the application of translation techniques in further practice. They are a kind of visual aids for translation.

In addition, there is a big deal of differences between parallel corpora and simple bilingual dictionaries. Bilingual dictionaries are sets of lexical equivalents or terms provided by dictionary creators as translation options. Parallel corpora, on the other hand, are a kind of collection of strategies and translation equivalents that translators have applied. When choosing a translation equivalent from a conventional bilingual dictionary, the translator must evaluate whether the proposed option fits the new context, checking the appropriateness of each of the options. The parallel corpus, on the other hand, offers examples of ways to translate such problematic points. Parallel corpora can give us information that bilingual dictionaries usually do not have. They not only offer equivalents at the level of one word, but also cases of translation of non-equivalent vocabulary. The parallel corpus clearly demonstrates how the translator has solved such problems. Therefore, it can lead of clarification of some problems in translation. Finally, with the help of electronic applications, the translator can save his or her parallel texts for further work.

2. Parallel Corpora in Language Teaching

The examples from the corpus can also be used in language teaching, as they provide students with practical material that they will encounter when using the language in real situations of intercultural communication. The main disadvantage of many manuals is that they contain only “invented” examples, and their descriptions are based on intuition or someone else's conclusions. But “modern Western methodological literature has already begun to actively use examples and descriptions from corpora or other authentic sources” (Aston, 1997: 63).

Corpora can be used to analyze and identify shortcomings of existing materials for teaching foreign languages. These works have a common methodology – researchers analyze certain structures or vocabulary both in standard textbooks, dictionaries, and on the basis of corpora, and then compare the results between the two sets. Most of these studies have concluded that there are significant differences between what textbooks “teach” and how native speakers actually speak it, as evidenced by corpora.

Some textbooks either leave out the most important aspects, or highlight less frequently used phrases. The general conclusion of such works is that teaching materials that do not take into account the real contexts of word usage can be misleading, reduce the effectiveness of language acquisition, and, therefore, the use of corpora for the development of methodological materials should be practiced.

2.1 Possibilities of corpora in teaching foreign languages

Further, as in the previous section of the paper, some possibilities of using parallel corpora in teaching foreign languages will be considered.

Example 1

Many prepositions in Russian in certain contexts are translated differently. The preposition ‘на’, for example, has several equivalents in English. From this we can draw conclusions about the rules for using prepositions, which are translations of the preposition ‘на’. Lexicographic analysis based on corpus analysis helps to reveal the systematic differences in the use of these prepositions in different situations.

Source text

“За скотину, угнанную месяц назад на ярмарку в город Темир, мужчины привезли мануфактуру, одежду, сахар, чай” (Yelubay, 2009: 22).

“- Ай, не скупись! Еще! – заверещал Шарип, подаваясь к ахуну так, как если бы сидел на коне.” (Yelubay, 2009: 23)

“- Молодец, батрак! – ликовал Ждахай. Он прыгал на месте от радости.” (Yelubay, 2009: 23)

Translation

“After they had sold their cattle at the market in Temir, the men had brought back textiles, clothing, sugar, and tea.” (Yelubay, 2016: 21)

“Ay, don’t stint! More!” squealed Sharip, pressing toward the akhun with his whole body as if he was mounted on a horse.” (Yelubay, 2016: 22)

“Good for you, batrak!” Jdakhay rejoiced. He leapt in place for joy.” (Yelubay, 2016: 22)

From this sample it can be seen that there are many options for translating the preposition *на*, which causes certain difficulties, especially in the initial language learning.

Example 2

There are many words in languages that are considered synonymous, and in dictionaries and thesauri such words are often characterized as words that are close in meaning. This identity can be misleading, as "synonymous" words are often used in completely different situations and have shades of meaning. Corpus-based lexicographic analysis helps to uncover systematic differences in the use of similar words in different situations. We shall consider the words big, large, and great. In thesauri, these words are usually presented as synonyms denoting magnitude.

Source text

“Следует сказать, что он не верил вначале в возможность создания в Алматы большой картинной галереи” (Sosnina, 2023).

“Но все больше фактов свидетельствуют о том, что самые большие опасности заключает в себе новые сотрудники.” (Sosnina, 2023).

“За годы своего существования он превратился из галереи в музей, выделяющийся в ряду крупнейших музеев мира разносторонностью своего собрания.” (Sosnina, 2023).

Translation

“It should be noted that he first did not believe in the possibility of collecting a big picture gallery in Almaty” (Sosnina, 2023).

“But there is increasing evidence to show that one of the greatest hazards lies in newcomers” (Sosnina, 2023).

“From a picture gallery it went down to our time as one of the world’s largest museums distinguished for versatility of its collection” (Sosnina, 2023).

After analyzing examples with these three adjectives, we can say that most often large is used to indicate the size, the number of specific things, while the use of big and great is not limited to this function. Also, unlike the adjective large, big and great are often part of set phrases. The adjective great is more often used to describe emotions, feelings (great weariness, great feeling), "immeasurable" things (great truth). Russian-English corpora will help in identifying the difference between similar "synonymous words". Dictionaries usually do not contain such information.

2.2. Conclusions and methodological recommendations

From the above, we can conclude that the role of the parallel corpus in teaching a language is great. The reasons why foreign teachers build lessons based on their use are quite understandable, because in fact, all the main mistakes of students exist due to the fact that they did not have a clear example of the use of a particular word, expression, only theoretically knew about the structure of texts of different styles, etc. It is quite realistic and necessary to give the student the opportunity to make sure that this or that rule is applied in practice, and can be actively used in independent work. It should also be noted that knowledge gained in the course of one's own research is stored in memory to a greater extent than ready-made conclusions. Students will be happy to share the results of their research, and encouraging such work will be the best incentive for learning the language. Again, comparing parallel corpora with a dictionary, it must be said that parallel corpora can help in cases where the meaning of a word is not clear.

Finally, when using parallel corpora teachers not only can make their own exercises using materials from authentic sources, but also can do it very quickly, as the search functions in well-made parallel corpora allows looking for words in various contexts, filtering by genre, by style, chronologically, etc.

Conclusion

Digitizing parallel texts and using them as an electronic database has a number of advantages. First of all, you can filter texts by genre type and style. This function allows to study the change of the translation of certain lexical units according to the genre type and style of the text (Manapbayeva, 2020).

A large-scale database helps to obtain accurate quantitative and statistical data and to make accurate scientific concepts. For example, when studying the translations of certain linguistic units, Kazakhstani translators are limited to studying the translation of one of their uses in one text. But this lexical unit can be repeated several times in the same text. Only when the usages in all contexts are studied, and even when the usages in several texts are studied, the translation scholar can make conclusions with a deep scientific basis. Parallel corpus is an indispensable tool for this purpose.

The ability to automatically find the translation of a certain lexical unit in the context helps to prevent the inadequate translations that occur in modern Kazakh translation, because the context contributes to the translators to make an adequate translation. Simple translation dictionaries do not have such information.

Currently, machine translation itself is based on parallel texts. In the future, a parallel corpus with fully aligned and marked translation units will bring translation studies in the Kazakh language to a new level. Such a corpus can act as a translation memory for the creation of professional machine translation applications, including a simultaneous interpreter program for a conference, an application for translating the spoken text into written text in another language. This is the reason why the world's largest companies engaged in machine translation are gradually abandoning translation dictionaries – nowadays large-scale data is needed.

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