

Modeling the process of (re)translation under a cognitive perspective

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Since Berman (1990) introduced the theme of retranslation, several studies have been carried out (i.e. Susan-Sarajeva, 2003; Paloposki & Koskinen, 2001, Dastjerdi & Mohammadi, 2013; Malta & Rael, 2015), in all cases, the studies are based on the translator product. This paper reports a set of three eye-tracking-informed process-oriented studies aimed to tap into the (re)translation task in three different language pairs (Spanish-Portuguese, French-Portuguese, and English-Portuguese) (Malta et al., 2019). In this work, we use the terms retranslation to refer to the product and (re)translation to refer to the process (i.e. MALTA, 2016). Such studies were built on a task layout demanding potential attention to three textual inputs, namely a source text and two previously published translations thereof, with a view to rendering a fourth text. The aim was to identify indicators of cognitive effort in the translation process such as recursive movements, pauses and fixations count and duration (i.e. O'Brien, 2009; Jakobsen & Jensen, 2008) and the interaction of the translators with the different inputs, that is, the translations available on the computer screen and the source text. In addition, we sought to improve the process model of the (re)translation proposed by Malta (2015, 2016). Results point to greater transitions from target text to source text, and vice-versa, as the most frequent flow of visual attention, with occasional shifts to previous translations for solving understanding or production problems in rendering the target text. The results also show that the (re)translation activity does not have a specific standard in real life and that the research participants do not usually reflect on their (re)translation process. The results of such studies and the pioneering description of the (re)translation process under experimental and empirical conditions may contribute to translation process research by providing some evidence on how participants cope with several inputs in their rendition of a target text.

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