

Revision as a learning tool

Helle Dam Jensen

Anja Vesterager

Aarhus University

In the translation industry of today, translation is mostly carried out with translation tools such as terminology management systems, translation memories, and machine translation (Bowker/Barlow 2008: 2; Christensen/Schjoldager 2016: 89). This changes the translator's role from that of translating a source text into a target text to that of revising the translational output of a machine. In this situation, the translator is not the main actor in the translation process, as s(he) is restricted by the translation solutions posed by the machine. From the view point of distributed cognition (Rumelhart et al. 1978), the translator's cognition is distributed between the self and the machine.

In order to create alignment with the translation industry, translator training programmes must teach revision systematically. From a didactic point of view, it raises the question of how students respond to problems posed by the machine, which, supposedly, are of a different nature than those of human translation: What choices do they make and why? This paper presents the results of an empirical study of translation revision processes, with the purpose of gaining insights into students' decision-making process. To this purpose, data were collected from a group of MA students working with revision of a text translated by Google Translate. As a part of their training, students had been taught Mossop's (2014) revision types to increase awareness of problem types and solutions.

In the study, students worked in collaborative teams, on the assumption that dialogue increases understanding and, consequently, awareness of problems and possible solutions (Vigotsky 2000 and Postholm 2008). From a research perspective, collaborative work produces natural dialogue and thereby data, which were collected from audio recordings, screen capture, and revised text.

The paper discusses revision as a learning tool in a machine aided scenario and provides insight into students decision-making process in this context.

References

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