

An Action Research-based Case Study on the Application of Corpora to the Korean-into-English Translation Classroom with Revision as a Complementary Resource

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1. Introduction

When given an A-B translation or interpreting¹⁾ task,

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- 1) To indicate translation from the mother tongue or any language spoken or written to native or near-native level for professional purposes into an acquired language spoken or written to professional standards, the present study adopts Kelly *et al.*'s (56) position to prefer the term "A-B translation" over "L2 translation," "prose translation," "translation into the second language," "translation into non-mother tongue" and the like based on their argument that their preferred term allows "for evolution during the individual translator's life"(ibid.). Nonetheless, the other terms not given primacy yet appear from time to time throughout the present study when having to quote the literature, in the instances of which should be all deemed and

'Students' on the one hand 'are' encouraged by the fact that the source text (ST) in their mother tongue is much easier to understand than foreign-language STs, but on the other hand they usually feel threatened by the difficulties they face in achieving the product—a target text (TT) in L2.

Weatherby (22-3)

Although "w'riters on translation often seem to share an extraordinary reluctance to admit the possibility of poor grammar and non-native style,"(Campbell 10) translation students or novice translators face enormous difficulty in finding the "'best' way to translate a particular term of construction"(ibid.) in an A-B translation. This situation presents a whole new set of problems in translation teaching that would not likely occur in the B-A translation classroom. For example, in a Korean-into-English translation class (May 2, 2006), second-year students at the Graduate School of Interpreting and Translation (GSIT), Hankuk University of Foreign Studies (HUFS), Seoul, Republic of Korea were instructed to translate a page-long ST extracted from a tourist brochure published by the Gyeonggi Tourism Organization (GTO). The ST, which described the site's attractions, contained the following problematic expression (in the underlined):

- ST: 경기도에 오시면 한국이 한 눈에 보입니다.
- TT of student A: If you come to Gyeonggi Province, you can see Korea all at once.
- Author's translation: If you come to Gyeonggi Province, you can see Korea at a glance/Gyeonggi Province is a microcosm of Korea and all it has to offer.

As seen in the above example, students face difficulties when translating from A into B, in this case, from Korean into English as they tend to be so

understood as to indicate "A-B translation."

"overwhelmed by lexical considerations that they forget the text itself and concentrate only on the words, one by one" (Weatherby 22). And although we have only seen one example, it is generally agreed that the process as well as the level of difficulty of B-A translation or interpreting are different from those of A-B translation/interpreting, and thus, must be taught differently (Campbell 12).

Against this backdrop, the present study embarks on an action research-based case study in which an in-class translation experiment is undertaken so as to investigate whether corpora and revision can be applied as translation aids (that support and improve students' performance) to the postgraduate Korean-into-English translation classroom.

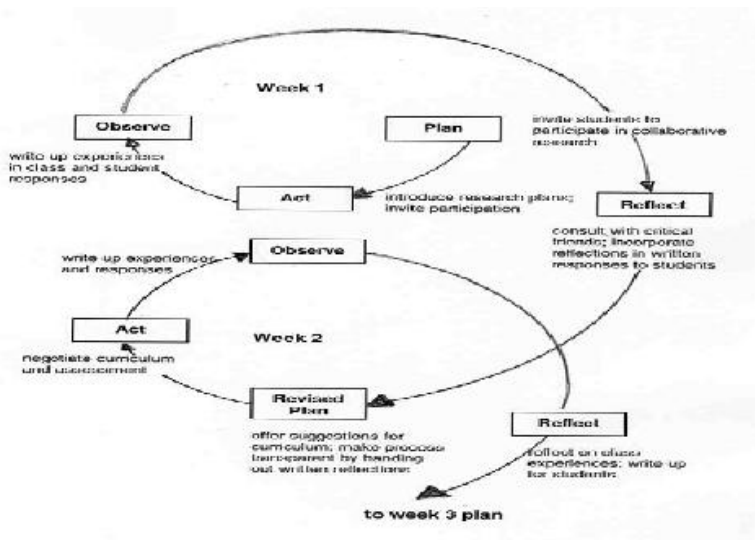
2. An Action Research-based Case Study in the Postgraduate Korean-into-English Translation Classroom

2.1 Reflective Cycle of Action Research

In the present study, the author as lecturer and practitioner decided to take an action research approach, which is "a form of self-reflective inquiry carried out by practitioners, aimed at solving problems, improving practice, or enhancing understanding,"(Nunan 229) so as to alleviate to some extent the difficulties in Korean-into-English translation that bewilder students.

In general, action research is carried out based on "four component parts: planning, acting, observing, and reflecting" (Kemmis & McTaggart, recited from Timothy Stewart 81). Based on these components, action research can take place in the form of the following:

Figure 1. Action Research: Reflective cycle (from Fisher 143)



As illustrated above, action research involves the phase of "reflecting" after the first set of experiments and then, more importantly, another cycle of the four major components: planning, acting, observing, and reflecting. This is done so that i) research is "reflective, collaborative and of the type which leads to change"(Hatim 8); and ii) researchers/practitioners can reflect on what they have discovered and apply it to their professional action. This is where action research differs from other more traditional kinds of research.

In what is to follow, I will lay out the details of the action research-based case study that I conducted in the postgraduate Korean-into-English translation classroom in order of the aforementioned four components of action research.

2.2 Stage 1: "Planning"

In the "planning" stage of the present action research, I first looked at my own field of practice (i.e. the postgraduate Korean-into-English translation classroom) so as to identify problems or areas that need improvements. The

details of such an examination of the context of my field are offered below (For a full discussion on problems identified in the postgraduate Korean-into-English translation classroom, see Nam)

2.2.1 Gap between Lecturer & Students

In the postgraduate Korean-into-English translation classroom, in general, students undergo a high level of difficulty mostly because of the directionality²⁾ of translation. And most of the time, resources they can use for reference are limited. In extreme cases, they have no one to ask but the lecturer, whose weekly workload already includes conducting assignment reviews, commenting on student assignments and offering alternatives, searching archives to garner documented support for critiques or comments he or she is making, and preparing new assignments, to name but a few. While these old practices can be enlightening and even successful depending on the level of competence and commitment put forward by the lecturer, they nevertheless must be criticized for placing the teacher and his/her "magisterial" role at center stage of the classroom setting, relegating students to a secondary, "receiving" role. Problems inherent in this type of classroom routine are obvious: i) the somewhat high "dependence on the teacher-centered performance"(Kiraly 19) ii) an "acceptance, and even encouragement, of a passive role for translation students"(ibid.) and more importantly, iii) the continuous gap between where the lecturer is and where the students are that persists throughout the life of the class in question.

In lieu of such archaic practices, new means to bridge the gap between the lecturer and students needs to be devised or located. In this vein, action research is significant since it will generate a collaborative effort through which the lecturer and students will work together for the common goal of "solving problems, improving practice, or enhancing understanding" (Nunan

2) Directionality (or direction of translation) implies "whether translation occurs into or out of the translator's native language (or language of habitual use)" (Shuttleworth & Cowie 42).

2.2.2 The Call for Corpora

Against the backdrop of what was described thus far as well as in an effort to find new ways to bridge the gap between the lecturer and students in the classroom, the present study decided to apply corpora³⁾ to the Korean-into-English translation classroom.

Such selection of applying corpora is a result of an examination of previous studies that analyzed the strengths and weaknesses of various widely used translation aids such as dictionaries, machine translation (MT) tools⁴⁾, the worldwide web (WWW)⁵⁾, parallel texts⁶⁾ and corpora. As a result of such comparative analysis, it was concluded for the sake of the present study that i) bilingual comparable corpora⁷⁾ offer a greater number of contexts and more

3) A corpus is "a collection of texts held in machine-readable form and capable of being analyzed automatically or semi-automatically in a variety of ways" (Baker 225).

4) Machine translation (MT) refers to the "process of automatically translating any given source text using a computer program" (Austermühl 180).

5) For Korean translators, *Google* is one of the most popular translation aids used particularly for A-B translation, and its benefits are widely recognized. Lee C (137-144) among others argues that a student can benefit from using *Google* when he/she is in doubt about how an idiom or fixed expression is used in English.

6) According to Nord (156), parallel texts are original target language texts that are of the same subject matter and text type with the ST. In the language teaching discipline, however and what calls for our discretion, parallel texts are defined as "texts that are translations of each other" (Barlow 110). Using parallel texts, Lee C (132-133) argues that students can learn i) the terms and expressions frequently used in a certain domain; and ii) the thematic structure, rhetorical style and text composition commonly used in a specific field and/or text type. As a result, students are able to i) avoid making errors in expressions coming from a literal translation of the ST (or translationese); ii) foster the habit of respecting TL acceptability norms; and iii) even raise their translation as well as B language competences at the same time.

usage information than the dictionary; ii) parallel corpora⁸⁾ provide high quality translations (provided that texts are properly assessed before being included in the corpora) as opposed to MT tools⁹⁾; iii) specially designed corpora can immediately display texts from the same text type dealing with the same subject matter, while search engines and other WWW resources require the time-consuming task of sorting; and iv) bilingual comparable corpora enable users to search lexical items faster than parallel texts, and parallel corpora contain translated texts that are Korean-specific, while it can be difficult to find authentic parallel texts on such matters.

And thus, corpora became the translation aid of choice for the present action research-based case study. As "a well-established and promising approach to the study of translation,"(Bernardini 99) corpus-based translation studies have recently played a key role in descriptive, theoretical and applied branches of the discipline of translation studies. And one of the most prominent areas to which corpora are being applied is translator education (Olohan 168).

In particular, the benefits of using corpora in the translation classroom have been well documented in the literature. Using bilingual comparable corpora, for instance, students can "investigate the respective expectations, experience and knowledge of the linguistic communities involved" (Zanettin 618). Equipped

7) Bilingual comparable corpora "can be defined as a collection of texts composed independently in the respective languages and put together on the basis of similarity of content, domain and communicative function" (Zanettin 617).

8) A body of texts in one language along with their translations into another is known as a "parallel" corpus. Most parallel corpora are bilingual '...' 'and' 'a' alignment techniques are used to provide explicit links between words or sentences that are judged to be translations of each other in a parallel corpus (Kenny 62-63).

9) Jeon (178) points out that MT tools, at least between the languages of Korean and English, produce low quality translations probably due to the greater linguistic distance involved compared to when translations are done between Western languages, which is why the supply and demand for MT tools are low in Korea.

with parallel corpora, on the other hand, students can see how professional translators have overcome specific translation problems (Pearson 17).

The value of this type of corpus work in the translation classroom becomes even more obvious "when one considers the difficulties involved in settings such as ‘...’ translation into the L2 ‘i.e. A-B translation’, in which intuitions about stylistic/discourse acceptability and/or area knowledge are often lacking" (Bernardini 100).

And therefore, based on the description offered in the above, corpora has been selected and envisaged for the Korean-into-English translation classroom in an effort as well as in hopes for students to engage in a "self-learning process" or an independent learning process, thus lessening the gap between them and their lecturer.

2.3 Stage 2: "Acting" — In-class Translation Experiment

In recognition of the achievements already made in applying corpora to the translation classroom, I compiled corpora and presented it to students in the Korean-into-English translation classroom in order to investigate whether it was beneficial in solving translation problems: particularly referring to metaphors, idioms and culture-specific items (CSI)¹⁰ that are bound to present the most frequent difficulties for students or inexperienced novice translators (For further discussion on translation problems identified in the postgraduate Korean-into-English translation classroom, see Nam).

At the onset of the in-class translation experiment, in which corpora were presented to students, its purpose was set as follows:

- Can corpora be applied as translation aids to the postgraduate

10) Culture-specific items refer to those that pose "translation problem's' due to the nonexistence or to the different value of the given item in the target language culture" (Aixelá 57).

Korean-into-English translation classroom, especially with regard to translating metaphors, idioms and culture-specific items?

Proving the validity of corpora in the Korean context was deemed especially important because most, if not all, literature on applying corpora in the translation classroom have been produced in and have dealt with the Western context exclusively.

In view of the aforementioned purpose of the in-class translation experiment, a total of 15 second-year students at the GSIT, HUFs took part as subjects having to translate three STs working with i) a bilingual comparable corpus; and ii) a parallel corpus; and iii) both i.e. a bilingual comparable corpus and a parallel corpus. And for the sake of analysis, two hypotheses were established that were to be tested. They were:

- Students will use the given bilingual comparable corpus to validate their intuition for translating an item in the ST.
- Students will use the given parallel corpus to see what previous translations have dealt with certain translation problems so as to create their own strategies.

And before beginning the experiment, students were assembled together for an hour-long orientation on using the concordancer¹¹⁾ chosen for the experiment, namely Hepman 2.0 (designed as a result of the 21st Century Sejong Project). Subsequently, they were given a hypothetical translation brief as detailed below.

- Translation brief¹²⁾

11) Concordance refers to the result of a search. The searched word or expression is displayed with the text that surrounds it. And a search of a corpus will usually produce all instances of the searched word or expression (or what is called, "node"), so the results will form a set of concordances. And the software that produces concordances is a concordancer (Olohan 199).

- Instigator¹³⁾: Korea Tourism Organization (KTO)
- Primary readership: Foreign visitors, tourists, investors, etc.
- Purpose: Promoting tourist destinations in Korea
- Target text-type: Tourist brochure¹⁴⁾

2.4 Stage 3: "Observing"

After the in-class translation experiment described above, an analysis of the produced TTs was carried out, which comprises the "observing" phase of the present action research-based case study. At this point, it should be pointed out that each student in the experiment was instructed to consult the given corpus when translating the given STs, copy every entry they got from the corpus, and paste it to the "memo" of the MS Word files they were working on. In this way, I had a visual record of their translation process. They were also invited to give comments whenever they wished.

For example, Student 3-1's TT was submitted to me in the following form.

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- 12) Translation brief is the "d'efinition of the communicative purpose for which the translation is needed. The ideal brief provides explicit or implicit information about the intended target-text function(s), the target-text addressee(s), the medium over which it will be transmitted, the prospective place and time and, if necessary, motive of production or reception of the text" (Nord 137). The benefits of applying translation briefs in translator education have already been suggested in previous studies, including Jeong.
- 13) The translation brief offered is based on what Harvey suggests.
- 14) Tourist brochures were chosen for the experiment in consideration of i) the soaring demand for into-English translations of these materials in the Korean translation market; and ii) previous research on how corpora can help students find better solutions for translating culture-specific information (Pearson 19-23). In particular, the level of difficulty in working into a B language deepens when the source text is full of culture-specific items, and they are plenteous in tourism-related materials.

- Student 3-1's TT:

Located nearby the Gaesong Industrial Complex, Gyeonggi Province is a gateway to the inter-Korean exchange and cooperation,

- Student 3-1's Memo: "as well as Pyeongtaek Port, which is a gateway to China..."

In the following, discussions will be offered in the order of the hypotheses established at the beginning of the present in-class translation experiment.

2.4.1 Confirming Hypothesis No. 1

As elaborated earlier, the first hypothesis to be confirmed in the experiment is: students will use the given bilingual comparable corpus to validate their intuition when translating an item in the ST. With this in mind, examples from students' TTs are offered in the following. First, in ST 2, the following metaphor was given.

- ST: 한강을 중심으로 선사시대부터 조상들의 삶의 보금자리(the nest of life)로서 발전해온 서울...

To translate the underlined part, student 1-1, for instance, initially searched for the word "nest" in the bilingual comparable corpus but came up empty-handed. Then, she resorted to her "inner dictionary" for a term with a similar meaning and looked for the word "home" in the corpus, finding the following entries.

Figure 2. Search Results: "home" in the Bilingual Comparable Corpus

Search word: "home"

And Cheongdam-dong is home to the most stylish restaurants and bars in Korea.

the COEX Inter-Continental Hotel Arcade, which is home to the SKM Duty Free Shop.

Yeouido is home to the National Assembly Hall and several broadcasting stations

Notably, it is home to 300,000-year-old Stone Age relics of Jeongok-ri as well as numerous other historical and cultural remains

Korea Botanic Garden, located at the entrance of Odaesan National Park, is home to over 1,000 types of wildflowers and plants

Drawing on the results given by the bilingual comparable corpus, she also learned the surrounding words that customarily accompany "home" in these contexts (i.e. "be home to"), which in turn testifies to how corpora are useful in acquiring recurring collocational patterns or "the occurrence of two or more words within a short space of each other in a text" (Sinclair 170). As a result, her translation was as follows¹⁵⁾.

- Student 1-1's TT: Seoul, particularly around the area of the Hangang (River), has been home to Korea's ancestors since prehistoric times.

Similar examples can be seen from other students as shown below.

15) While other errors may be seen in student examples here and henceforth, they were not dealt with in this study.

- Student 1-2's TT: Seoul, centering on areas around the Hangang (River), has been home to Korea's ancestors, since the prehistoric age.
- Student 1-4's TT: With the Han River running through its heart, Seoul has been home to Koreans since the ancient times...

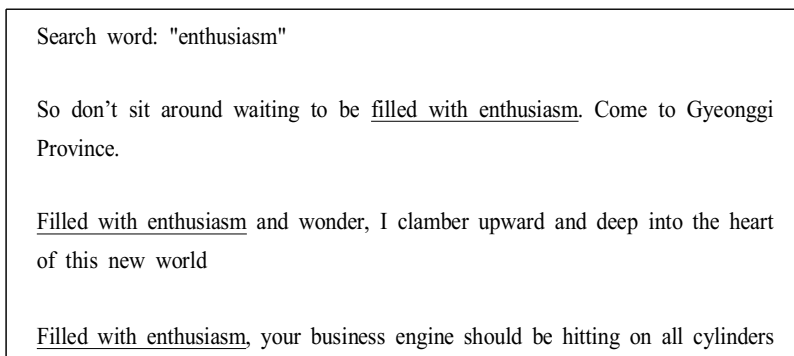
If a student were to use a dictionary, for instance, he/she would have encountered the suggestions of "a nest," "a roost" and "a home" on the online Dong A's Prime Dictionary (<http://endic.naver.com>). Even for "a home," the given example sentence was "fly home to roost."

In another example in ST 3, students encountered the following expression.

- ST: 부산은 10월이 되면 영화인과 관객이 뿔어내는 영화의 열기로 가득 찬다 (literally, "filled with the heat for films").

For such an expression, students first searched for "heat" but in vain. Then, they investigated a word with similar sentiments using their intuition such as "excitement" or "enthusiasm."

Figure 3. Search Results: "enthusiasm" in the Bilingual Comparable Corpus



As a result, my students submitted translations as below.

- Student 2-2's TT: In October, the city of Busan is filled with the enthusiasm of movie fans and film makers...
- Student 2-3's TT: In October, Busan is filled with the enthusiasm of moviegoers and people in the film industry...

Therefore, the first hypothesis of the present in-class translation experiment is deemed to have been confirmed. And thus, a bilingual comparable corpus has been proven to be successfully applied as translation aids to the postgraduate Korean-into-English translation classroom.

Worth noting at this point, in the case of subjects in my translation experiment at least, students did not refer much to the Korean file of the bilingual comparable corpus, most probably because they had no trouble whatsoever in understanding the ST. This is in contrast to what Zanettin (619) reports in his study, which applied the same sort of a corpus to his translation classroom. The difference in the students' usage of the corpus may have come from the fact that Zanettin's students were undergraduates still in the very early stages of learning, while mine were postgraduates who had studied for almost two years at the GSIT, HUFS. Despite such differences in their stages of studies, however, Zanettin's and my students exhibited the same way of using the given bilingual comparable corpus.

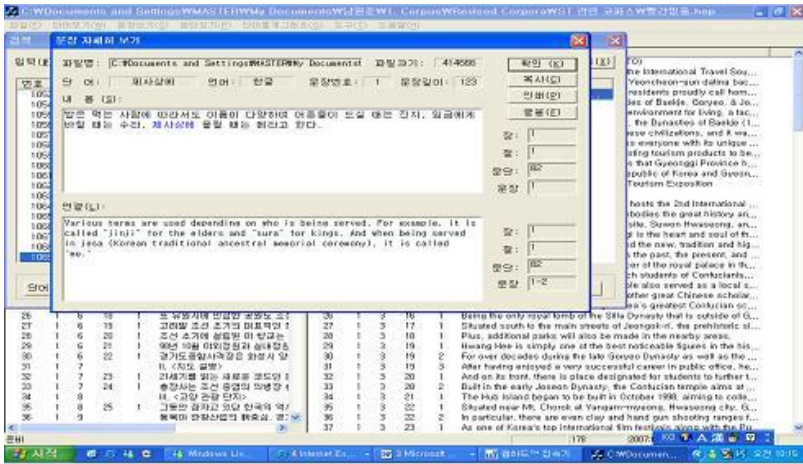
2.4.2 Confirming Hypothesis No. 2

The second hypothesis to be confirmed is as follows: students will use the given parallel corpus to see what previous translations have dealt with certain translation problems so as to create their own strategies.

Among the two culture-specific items (CSIs) given in ST 1, for example, there was *jesa*, a Confucian memorial service honoring ancestors, which would naturally be difficult for students since no similar tradition exists in the English-speaking world. In such cases, however, the parallel corpus proved to

be extremely beneficial in view of the fact that "translation students can use parallel corpus to see how professional translators have overcome specific translation problems" (Pearson 18). An example of professional translation is illustrated below.

Figure 4. Search Results: "제사(jesa)" in the Parallel Corpus



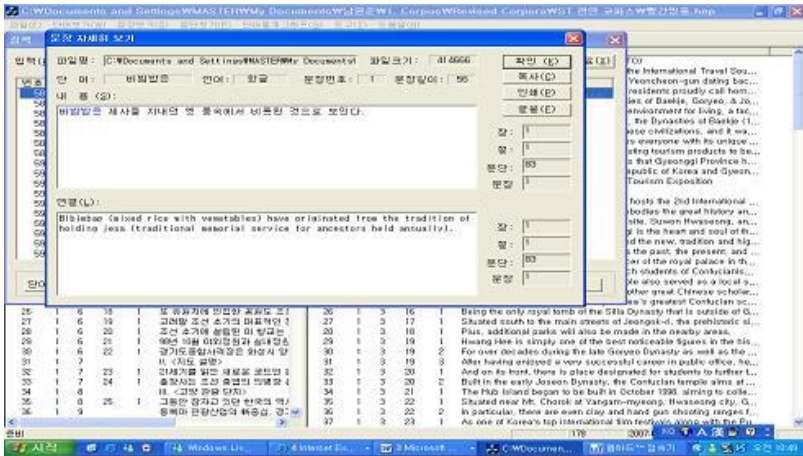
As was the case, students translated the term as follows.

- Student 1-3's TT: *jesa* (Korean traditional ancestral memorial ceremony)
- Student 1-4's TT: *jesa* (traditional memorial ceremony for ancestors)
- Student 2-2's TT: *jesa* (traditional ancestral memorial ceremony)

In the case of a dictionary, the online Dong A's Prime Dictionary (<http://endic.naver.com>) simply offered "religious service" as an English equivalent.

When working on the same ST, students referred to the parallel corpus once more to see how professional translators had translated "비빔밥(*Bibimbap*, mixed rice with vegetables).

Figure 5. Search Results: "비빔밥(Bibimbap)" in the Parallel Corpus



As a result, the following students translated the culture-specific item in question as illustrated below.

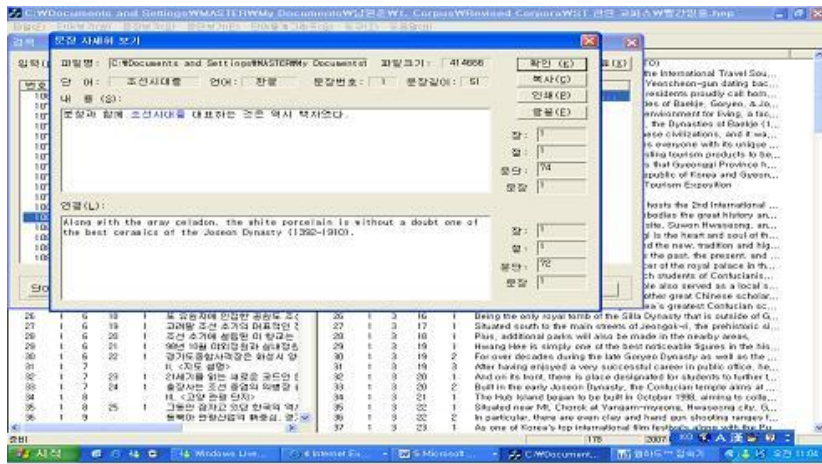
- Student 1-2's TT: *Bibimbap* (mixed rice with vegetables)
- Student 1-5's TT: *Bibimbap* (rice mixed with vegetables and other ingredients)
- Student 2-5's TT: *Bibimbap* (mixed rice with vegetables)

In the above two examples, the fact that students used the word "*jesa*" or "*Bibimbap*" as a term is not important, since it is rather obvious. What is more essential here is that the subjects added information to the Korean-specific term for the benefit of the foreign reader. As Pearson (2003 19-20) argues, the translation strategy deemed most appropriate in a given assignment depends on a number of factors, such as the publisher's guidelines, the nature of the target audience and the aim of the article, to name but a few. Significant, especially from the standpoint of the present research is that students learned to use corpora as part of their translation process. Moreover, they learned that adding

information to bridge the cultural gap between the readers of the ST and the TT was a viable translation strategy.

An example supporting the same argument can be found below in "조선시대(the Joseon Dynasty)" from ST 3.

Figure 6. Search Results: "조선시대(the Joseon Dynasty)" in the Parallel Corpus



Students discovered as in the above examples that professional translators had added information (In this example, the exact years of dynastic rule on the Korean Peninsula) to give foreign readers a better understanding of the text and its context. As a result, students translated the item as follows.

- Student 1-4's TT: the Joseon Dynasty (1392-1910)
- Student 1-5's TT: the Joseon Dynasty (1392-1910)

As shown thus far, the parallel corpus is beneficial especially in translating culture-specific items since they very likely would not have been rendered in an original writing in English.

In summary, the second hypothesis of the present in-class translation

experiment has also been confirmed. Additionally, a parallel corpus was successfully implemented in the postgraduate Korean-into-English translation classroom and reaped pedagogical benefits.

2.5 Stage 4: "Reflecting" — Possible Drawbacks of Corpora

All in all, both the bilingual comparable corpus and the parallel corpus have been successfully applied to the postgraduate Korean-into-English translation classroom, enabling students to free themselves to some degree from "lexical considerations"(Weatherby 22) in their efforts to lessen the gap between them and their lecturers.

Nevertheless, corpora are not without limitations. Arguments warning against corpora have already been raised by Dominic Stewart among others. In his quest to weigh conventionality¹⁶⁾ against creativity resulting from the use of corpora, he found that corpus searches were not always the most efficient way for students to do an A-B translation. Additionally, Malmkjær (127-134) makes a case that the notion of corpora in translation pedagogy is based on the underlying assumption of language as a fixed system, i.e., corpora do not consider the fact that language changes.

What is more, corpora size must be considered. Certainly, it is not realistic to think that any corpus can contain all items relevant to the ST. And the two sets of corpora applied in the present in-class translation experiment were no exception. The bilingual comparable corpus consisted of 136,289 English words and 125,689 Korean words, while the parallel corpus contained 176,076 words (75,321 Korean, and 100,755 English). While they may seem rather limited, the compiled corpora and the given STs were closely associated in terms of i) genre/text-type (tourism-related materials), ii) theme (about Korea, its culture,

16) Conventionality refers to the idea that much language use is routine, which is one of the most powerful assumptions persisted by British linguistic tradition (Dominic Stewart 74).

and its tourist destinations, etc.), and iii) style (abundant in using metaphors, idioms, and culture-specific items). This enabled my students to take full advantage of corpora. However, there were at least three or four items in each ST that the given corpus did not have an entry for¹⁷⁾. And analysis shows that this was a factor. For instance, students reacted differently in the presence of a translation problem depending on whether the relevant item in the ST was in the corpus or not.

In evaluating my students' performance in the in-class translation experiment, I asked six lecturers (three Korean professional translators and three native-speaking professional proofreaders) to participate in my translation quality assessment (TQA) panel. And for each item in the students' TT, they gave either pass (P) or fail (F) marks. And to further illustrate my point I was trying to make in the above, the following table is presented, which is a summarized frequency list¹⁸⁾ of the combined number of items (related to each type of translation problems) in both types of corpora versus F marks given by the TQA panel.

Table 1. Frequency List by Type of Translation Problems vs. F Marks

Type	ST 1		ST 2		ST 3	
	Frequency	F Marks	Frequency	F Marks	Frequency	F Marks
Metaphors	13	38	19	65	3	51
Idioms	42	35	21	52	25	73
CSIs	12	57	25	24	42	18
Sum	67	130	65	141	70	142

Although the quality of entries in the corpus as well as their degree of association with the translation problem at hand in the ST may hold equal or

17) This was deliberately built into the corpora design and the three STs in order to compare how students react to different situations.

18) Frequency list is a word list ranked according to frequency of occurrence in a corpus.

greater significance, the table above allows for a rather simple view of the relationship between frequency in the corpus and students' performance. In summary, despite the presence of some exceptions in the table, students were generally given more F marks when the number of entries in the corpus was low. For instance, students working on ST 2 were unsuccessful 65 times in translating metaphors as they only had 19 entries in the corpus as reference. Similarly, with only three entries in ST 3, there were 51 F marks for metaphors, and 73 F marks with 25 entries of relevant idioms.

In addition, while analyzing the evaluation results provided by the TQA panel, I became aware of a subtle tendency. The most salient example was as follows.

- ST: 경기도는 남북 교류 협력의 진진 기지(outpost, advance base)로서
- Student 1-4's TT: Gyeonggi Province is the outpost of inter-Korean exchanges...
- Student 2-3's TT: Gyeonggi Province, an outpost of inter-Korean exchanges...
- Student 3-1's TT: Gyeonggi Province serves as an outpost of inter-Korean exchanges...

In evaluating the students' TTs above, all three members of the Korean panel group gave P marks since "outpost" is in fact a faithful rendering of the ST. However, all three members of the foreign panel group gave F marks for the same item. One member of the foreign panel group commented that she believed "outpost" actually degrades or belittles the role of Gyeonggi Province as it specifically indicates a secondary site away from a main one. Another foreign evaluator, in the same vein, suggested "hub" or "nerve center" as viable alternatives, and the other proposed "gateway."

Such discrepancies, though very rare, between the two panel-groups of Korean and foreign evaluators have brought to my attention the possibility of

some sort of equation that involves both corpora and revision¹⁹⁾ so as to assist students in their learning. Originally when planning the present study, I did not consider revision. I only asked foreign evaluators to add comments and revise when necessary in order to have a better understanding of what they felt was wrong or lacking in the students' TTs. Thus, it was for my benefit as a researcher in the present study.

In fact, the discoveries made in analyzing the evaluation results reminded me how valuable revision is. And after all, the present action research-based study aims at finding translation aids or resources that can minimize the gap between lecturers and students. Through this study, corpora have been proven to boost students to a higher level of competence. The gap must be narrowed even more, however, and revision was deemed to be able to fill that gap.

Thus, in the subsequent section, I will discuss issues related to revision with particular focus on how it can be a complementary resource to the use of corpora.

2.6 Stage 5: Second Reflective Cycle of Action Research—Revision

The present study has thus far explored the pedagogical effects of bilingual comparable and parallel corpora in the postgraduate Korean-into-English translation classroom through implementation and analysis of an in-class translation experiment described thus far. As mentioned earlier, one of the problems students encountered when using corpora was that, although they benefited greatly in finding solutions for metaphors, idioms and culture-specific items, they often failed to deliver successful renderings of certain ST items when the corpus provided them with no or little information. And in these

19) Revision refers to the "correction and improvement of translated texts"(Hosington & Horguelin 1) and/or "the review of translated products for the purpose of improving their quality,"(Lee H 198) which "deals with every part of the translation process: from letter, to word, sentence, paragraph and text" (Scheer 263).

situations, when corpora alone did not deliver the desired results, revision by professional revisers or foreign faculty was suggested as an appropriate complement to corpora at the end of the previous section.

Hence, the present section poses additional research questions for exploration below, which are derivative in nature and bring us back to another round of the reflective cycle (planning, acting, observing, and reflecting) of the present action research-based study.

- How does revision complement the use of corpora in the postgraduate Korean-into-English translation classroom?

And as mentioned earlier in the example of "전진 기지(outpost, advance base)," discrepancies were found, albeit very rarely, between the P/F marks of Korean evaluators and foreign evaluators.

Although the two panel groups generally displayed similarities in giving P/F marks, there were several instances in which foreign evaluators gave far more F marks than their Korean counterparts.

Table 2. Panel Groups vs. Number of F Marks

Panel	F Marks for ST 1	F Marks for ST 2	F Marks for ST 3
Korean Evaluators	44	26	14
Foreign Evaluators	86	48	31

As can be seen in the above table, in a total of three instances, the foreign panel group gave more or less twice the number of F marks than their Korean colleagues. In this case, further illustration as to what happened in the evaluation process merits some mentioning.

- ST: 그 문화적 역량과 시민의 무한한 잠재력을 봄꽃처럼 활짝 피워낼 흥겨운 잔치 한마당이 바로 그것.

In the above, for example, students were faced with difficult expressions because the ST rendered a sense that Seoul's cultural power and the infinite potential of its people will flourish or blossom like spring flowers in an exciting festival that the city plans to host. In response, the students translated as follows.

- Student 1-2's TT: The exciting festival will unleash its cultural capacity and potential of people.
- Student 1-3's TT: The heated round of exciting party that can unlock the cultural power of Seoul and limitless passion of the people like blossoming flowers.
- Student 1-5's TT: The cultural capabilities of Seoul and the unlimited potential of its citizens will be unleashed in full swing in the joyful event.

What is worth mentioning at this point is that Korean evaluators all awarded P marks as opposed to their foreign counterparts who all gave F marks. For Student 1-2's TT in the above, for example, the Korean evaluators were presumably preoccupied by the fact that the student in question successfully rendered "unleash" that they overlooked the awkward renditions of the phrase "cultural capability." In the case of the foreign evaluator, who did not (or could not) refer to the ST, relied entirely on the student's TT for evaluation, and thus viewed the translation as odd or awkward.

In summary, when reviewing the works of students, Korean evaluators/lecturers showed that on some occasions, they overlook or are overly generous to "A language-induced errors". In these instances, revisers can play a complementary role. And hence, revisers can bring benefits that sometimes compensate for occasional oversights by Korean evaluators. The same can

happen in any regular Korean-into-English translation classroom. And although such oversights may be few, the assistance of revisers would bring complementary effects to the postgraduate Korean-into-English translation classroom that uses corpus as a translation aid.

3. Concluding Remarks

From the standpoint of action research, the present study explored the possibility of employing corpora and the complementary resource of revision (professional revisers revising the work of students) as translation aids and not to mention learning aids in the postgraduate Korean-into-English translation classroom where translation students encounter difficulties related to directionality, i.e. from Korean into English.

In line with this approach, the present study attempted to find ways for "improving practice,"(Nunan 229) and embarked upon an action research-based case study following Kemmis & McTaggart's division of action research into "four component parts: planning, acting, observing, and reflecting,"(recited from Timothy Stewart 81).

In the "planning" stage, I briefly reviewed what goes on in the postgraduate translation classroom and how a persistent gap exists between the teacher and students. Also, I laid out my rationale for choosing corpora as the translation aid of choice for the present study.

In the "acting" stage, an in-class translation experiment was carried out in which two sets of corpora were compiled and offered to 15 second-year students at the GSIT, HUFS.

In the ensuing "observing" stage, two hypotheses established at the onset of the in-class translation experiment were tested and successfully confirmed. And analysis has shown that corpora can be successfully applied to the postgraduate Korean-into-English translation classroom.

Then, in the "reflecting" stage, investigation revealed that one of the problems students encountered when using corpora was that, although they benefited greatly in finding solutions for metaphors, idioms and culture-specific items, they often failed to deliver successful renderings of certain ST items when the corpus provided them with no or little information. And in these situations, when corpora alone did not deliver the desired results, revision by professional revisers or foreign faculty was suggested as an appropriate complement to corpora.

Against this backdrop, in the second reflective cycle of the present action research, we examined how revision can complement the use of corpora in the postgraduate Korean-into-English translation classroom. For this, further investigation of how revisers revised student TTs was offered so as to better understand and appreciate the role of revision as a complementary resource to corpora. In detail, Korean lecturers, on very rare occasions, may overlook some subtle details in the students' TTs. And the fact that they fully understand both the ST and the TT sometimes become a disadvantage in checking whether any unidiomatic expressions were used. Additionally, students, when using corpora, sometimes focused too narrowly on lexical units and overlooked situational and textual contexts, etc. In these situations, it was argued that revision can come into play as a complementary resource to corpora.

With this in mind, an "ideal" postgraduate Korean-into-English translation classroom will involve a process through which i) corpora elevate the students' ability in better finding solutions for translating metaphors, idioms and culture-specific items; ii) the reviser revises the works done by students; and iii) the Korean lecturer oversees the entire process in order to analyze and suggest appropriate translation strategies.

The author hopes that such findings made possible by the present study is communicated to the community of translation pedagogy so that further research regarding the topic of applying corpora and its complementary resource of revision to the postgraduate Korean-into-English translation

classroom can be executed for the benefit of elevating the pedagogical effects enjoyed by translation students, the very end consumers of our educational system. That way, it will be students that will take the initiative in lessening the persistent gap between them and their lecturers.

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[Abstract]

**An Action Research-based Case Study on the Application of Corpora to
the Korean-into-English Translation Classroom with Revision as a
Complementary Resource**

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The present action research-based case study explores the possibility of employing corpora and the complementary resource of revision (professional revisers revising the work of students) as translation aids in the postgraduate Korean-into-English translation classroom.

In accordance with Kemmis & McTaggart's division of action research into "four component parts: planning, acting, observing, and reflecting,"(recited from Timothy Stewart 81) the study initially identifies the gap that persists between the lecturer and students in the classroom in its "planning" stage, as a result of which corpora are chosen as translation aids to be applied. In the following "acting" stage, an in-class translation experiment is carried out in which two sets of corpora are compiled and offered to students at the GSIT, HUFSS. And in the ensuing "observing" stage, two hypotheses are confirmed. Then, in the "reflecting" stage, investigation reveals that when corpora alone does not deliver the desired results, revision by professional revisers is an appropriate complement to corpora.

Against this backdrop, an "ideal" postgraduate Korean-into-English translation classroom will involve a process through which i) corpora elevate the students' ability in better finding solutions for translating metaphors, idioms and culture-specific items; ii) the reviser revises the works done by students;

and iii) the Korean lecturer oversees the entire process in order to analyze and suggest appropriate translation strategies.

▶ Key Words: Action research, corpora, postgraduate Korean-into-English translation classroom, revision, in-class translation experiment, metaphors, idioms, culture-specific items

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