

Corpora & Revision in Translator Education: 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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번역 교육에서의 코퍼스과 감수: 코퍼스과 그 보완 수단으로서의 감수를 석사 과정 한영 번역 교육에 도입한 실행 연구 기반 사례 연구

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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 when working 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” (re-cited 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 instructor 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 a T&I graduate program in Seoul, Korea.

In the ensuing “observing” stage, I observed how students were using corpora while carrying out Korean-into-English translation. Analysis showed that the use of corpora in the translation classroom can reap benefits.

Then, in the “reflecting” stage, investigation revealed that one of the problems students encountered when using corpora was that, although they benefited greatly from them in finding solutions for metaphors, idioms and culture-specific items, they often failed to deliver successful renderings of certain source text 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 native-speaking international 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 target texts was undertaken so as to better understand and appreciate the role of revision as a complementary resource to corpora. More specifically, Korean instructors, on very rare occasions, may overlook some subtle detail in the students' target texts. And the fact that they fully understand both the source and target texts sometimes becomes a disadvantage when 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 and the like. In these situations, I argued that revision can come into play as a complementary resource.

With this in mind, it is argued that a postgraduate Korean-into-English translation classroom needs to 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.