Translators' Revision Processes:
Global Revision Approaches and Strategic Revision Behaviours

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ABSTRACT
Revision is one of the most important aspects in the translation process; however, it is rarely investigated empirically in its own right in translation studies, particularly after the first draft. This research project aims to find out when, how, in what circumstances and why translators revise after the first draft. Two perspectives are adopted for this investigation: translators' global revision approaches and their cognitive revision behaviours.Two research methods, namely, interview and think-aloud protocols are used..
Twenty-six non-literary professional translators were first interviewed and ten of them were later asked to think-aloud while translating and revising a chosen text. Our findings suggest that good translation/revision practice recommended by those involved in the training of translators and what professional translators actually do in their practice are two separate matters, particularly in terms of the number of runs-through, the length of drawer-time and finally the need to refer back to the ST in revision. In spite of this, translators are also found to follow trainers' advice to a certain extent, particularly regarding their revision checked-for items and priorities in these items.
As for what revision involves and why it occurs, it is found that when translators revise, on the one hand, they read and process the TT in its own right and handle revision problems as they go along. On the other hand, they also actively search for potential problems in their TT, possibly with translation/revision maxims in mind. In terms of how and under what circumstances translators revise, the majority of them are found to manage their time and efforts rather similarly, by concentrating mostly on processing and producing the first draft. Yet there is also a second peak in their processing time and efforts particularly after a break. In addition, translators also tend to process the TT in longer chunks without backtracking in later stages of revision. To examine these and other issues in depth, a cognitive model illustrating the interplay between translators' revision problem-solving and decision-making behaviours is mapped out. Finally, implications for translation pedagogy and future research recommendations are made.

KEYWORDS: approaches, decision making, interview, problem solving, revision, strategy, think aloud, translation maxim, translation process.