

The Effects of Peer Feedback and Back Translation on Taiwanese EFL Learners' Translation

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Abstract

The aim of this study was to investigate the effects of peer feedback and back translation on Taiwanese EFL learners' translation. Differed from the traditional teacher-centered translation class, in this leaner-centered translation class, the focus was on the process of translation, which included drafting, peer feedback, peer back translation, and revision. Learners were responsible for their translation and tried to achieve fluency and accuracy in translation. A total of 22 students from a university in Taiwan participated in this study. The participants were senior English majors enrolled in a required translation class. The participants were given English sentences which they had to translate into Chinese. Then, the translated Chinese sentences were randomly distributed among the participants to evaluate the fluency and accuracy of the Chinese sentences, with the scale from 1 (not fluent) to 5 (very fluent), and backward translations were provided by their peers. Afterwards, the graded Chinese translations along with the backward translations were given back to the original translator. With the feedback on the fluency of the Chinese translation and the backward translation, the original translator then underwent necessary revisions. The results indicated that this method allowed learners to monitor their process of translation, led to autonomous learning, and thus enhanced their translation skills.