

ANALYSIS OF REVISERS' CHOICES AND PLANS ON LEGAL AND TECHNICAL
SWORN TRANSLATION:
COMMENTARIES ON THE REVISION OF CONTENT TRANSLATED DURING A
TRANSLATION INTERNSHIP

GUSTAVO ANDRÉS GUÍO ACOSTA

ADVISOR: PEDRO PATIÑO GARCÍA

MASTER OF ARTS IN TRANSLATION

PROFESSIONALIZATION LINE

ESCUELA DE IDIOMAS

UNIVERSIDAD DE ANTIOQUIA

MEDELLÍN, COLOMBIA



APRIL

2021

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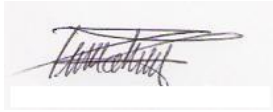
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ANALYSIS OF REVISERS' CHOICES AND PLANS ON LEGAL AND TECHNICAL
SWORN TRANSLATION: COMMENTARIES ON THE REVISION OF CONTENT
TRANSLATED DURING A TRANSLATION INTERNSHIP

A Thesis Presented by

GUSTAVO ANDRÉS GUIO ACOSTA

Approved as to style and content by:



Pedro Patiño García, Chair.



Claudia Elena Urrego Zapata, Committee Member.



Norman Dario Gómez Hernández, Committee Member.



Jaime Alonso Usma Wilches

Director of School of Languages

DEDICATION

To my family, my friends, and the faculty in the Languages School, who supported me despite all the obstacles in my way and pushed me to reach higher than I thought possible or deserved.

ACKNOWLEDGMENTS

I wish to thank my parents who have supported me in more ways than I can count during a draining time, beyond the reasonable, and unconditionally.

My advisor, Prof. Pedro Patiño, from the School of Languages of the Universidad de Antioquia, always eager to make things possible and supportive despite all the obstacles.

Diana, who accompanied me as far as she could, whom I hold so dear and who will remain in my heart of hearts.

And Laura, whose path I wish to walk wherever it may go, whose hand feeds and nurtures, who deserves the best.

ABSTRACT

The present work displays the results of the analysis of revisions of translations performed by the author of this work during his internship in the Universidad de Antioquia's Translation Agency. The aim of this work is to compare the revisers' revisions with the author's in order to describe methods, priorities and rationale for revision choices; to achieve this, the theoretical framework compares definitions of revision and uses one (Brian Mossop's) to analyze and classify the detected errors. A marked abundance of terminological and idiomatic errors is detected, which allowed revisers to change their focus accordingly.

Key words: checking, editing, internship, proofread, review, revision, translation

El presente trabajo muestra los resultados del análisis de revisiones de traducciones llevadas a cabo por el autor de este trabajo durante su pasantía en la Agencia de Traducción de la Universidad de Antioquia. El objetivo de este trabajo es comparar las revisiones de los revisores con las del autor para describir métodos, prioridades y razones detrás de decisiones de revisión; para ello, el marco teórico compara definiciones de revisión y usa una (la de Brian Mossop) para analizar y clasificar los errores detectados. Se detecta una marcada abundancia de errores terminológicos e idiomáticos, la cual permitió a los revisores cambiar su enfoque.

Palabras clave: chequeo, edición, pasantía, proofread, revisión, traducción

PREFACE

As a candidate for a Master's Degree in Translation, I was offered the chance to practice my skills in a translation internship with the School of Languages of the Universidad de Antioquia, Medellin, Colombia. This work focuses around one of the areas that I most need to work on as a professional: revision of the translated draft. Both a review of academic work on translation revision and an assessment of the revisers that worked on my translations helped me achieve a better understanding of the process, as well as my own most common mistakes when translating.

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1 INTRODUCTION

When reading, most casual readers are probably not aware of the translation, edition and revision processes their content has undergone. As they read, taking in the author's ideas or instructions, the thought that they are not reading the original work but an interpretation of it might rarely come to them and leave in a flash. Perhaps, when they see something out of place in the text, they might remember it for a while. After all, the reader is concerned with using the text and its ideas, rather than assessing the construction of the text itself. Furthermore, all kinds of texts could possibly be translations, and sometimes the author's name is not available: when dealing with an instruction manual, a legal document, advertising, a meeting's minutes, cooking recipes, etc., the author's mother tongue, nationality or identity are mostly irrelevant, so the notion of an original text lies inactive in the back of one's mind. This is not a problem, as it means the translated text is clear and good enough to be perceived as natural language.

Such is the intent, yet something may rudely remind the reader of the true nature of the text. A strange expression, a grammar error, an extremely uncommon choice of words, or a faux pas that no native would have committed (such as the expression "final solution" which is reminiscent of World War II history, and which might occur naturally). The text is not simply incorrect: it is off, unnatural; the translator's attempt to become invisible has been thwarted by the smallest mistake. This is where revision comes in.

Revision is briefly defined in the introduction to *Revising and Editing for Translators* as "(...) reading a translation in order to spot problematic passages, and making any needed

corrections or improvements. Editing is this same task applied to texts which are not translations” (Mossop, 2014, p. 1). While this deductive style of definition seems counter-intuitive, it also showcases one of the problems of defining revision: it shares many traits not only with editing, but with similar practices such as stylistic editing, copy-editing or trans-editing, all of which aim to improve different aspects of a text, and just as the definition of revision must be made explicit and clear, the reviser must be aware of what falls under his or her responsibility or what does not, so as to avoid redundant or insufficient work.

Knowing all this, then, it would seem obvious that revision is important, and therefore that every translator would do it. The start of a translator's experience with bilingualism tends to be simply using the second language, perhaps dabbling in amateur translation for pleasure, but always as a side activity. Thus, when the future professional shows interest in this craft, he or she may think of translation as reading a text and transcribing. In this process, the idea of revising is little more than an afterthought until the translator gains experience in the field.

Even then, revising tends to be "very careful reading" and polishing whatever seems off about the text, along with correcting typographic errors. The practice of professional revision, however, can be much more structured when handled by professional translators and involves specific procedures to achieve an acceptable balance between quality and speed. Therefore, observing the effects of revision on a translated text can offer a better understanding of the nature of the mistakes incurred into during the translation work.

The present work is based on the documents translated by the author of this work during his internship with the Translation Agency of the School of Languages, Universidad de Antioquia, Colombia (henceforth known as the Agency) and the professional revisions

performed by the Agency's Coordination and freelance revisers who receive commissions from the Agency.

1.1 Thesis outline

Chapter 1 tackles the issue of defining revision according to various authors, which is done through three points of view: revision as a practice, revision as a concept, and the industry standards for revising. Chapter 2 describes details of the internship the author participated in, including usual practices and types of text translated. Chapter 3 features the errors found in the translated text and an analysis of categories. Chapter 4 suggests areas that might be the focus of future work in the Agency. Chapter 5 offers a few recommendations both to the general public and to the Agency itself. Chapter 6, finally, presents conclusions.

Below is an outline of the objectives.

OBJECTIVES

Main objective

To compare professional revision processes with the translator's own in order to describe methods, priorities, rationale for revision choices.

Specific objectives

- To assess a variety of texts produced during an internship in the Agency
- To determine the most likely categories of errors the translator incurs in
- To classify the revisers' methodology according to common revision procedures

2 THEORETICAL FRAMEWORK

Revision as a research topic has been generally overshadowed by other areas in translation studies, though in recent years more research works have arisen. In the past, for instance, work on revision in workplace conditions has not been particularly plentiful; Brian Mossop (2006) pointed out that most work on revision until then had been related to the revision process itself, performed in an isolated environment, rather than within the workplace and in conjunction with the other stages of professional translation.

“Almost all empirical studies of translation, for example, take place *in vitro* – at a university campus rather than in a workplace. It seems that, as of late 2003, there are only one or two published Think-Aloud studies based on research conducted in a translator’s workplace (Riitta Jääskeläinen – personal communication), and no *in vivo* studies at all using Translog, a program which records the translator’s keystrokes (Arnt Lykke Jakobsen – personal communication) (Mossop, 2006, p. 789)

Brian Mossop’s “Revising and editing for translators” (2001, 2007, 2014, 2019; 1st to 4th editions) is a book mainly seeking to serve as a guide to revision both as a topic and as a practice. Mossop explores various approaches to revision, copyediting and stylistic editing as part of the translation process, and describes the reasons why revision is necessary, how it is performed, what revisers usually look out for, among other aspects of revision.

In 2007, Mossop published an article on empirical studies on revision, where he remarked the need for more studies on revision in the workplace. This kind of research is especially valuable because revision in the workplace directly affects products and shapes

the reviser's practices over time, which does not at all demerit "in vitro" revision procedure research. Mossop (2007) reviews various articles on empirical research of revision, including interviews, think-aloud protocols and professional revision practices; among these, Shih's (2006) interview study on professional revisers and self-revisers. Another of these studies (Englund Dimitrova, 2017), which was based on keystroke recording and think-aloud protocols, found that translators often acted according to the circumstances rather than their own plans.

The professionals did not always do what they said they were going to do, for example: let the text rest before proceeding to the post-drafting phase; let someone else read the draft translation; print out the draft and revise it on paper because this would show problems that the translator might not notice on screen. (Englund Dimitrova, 2017)

According to Mossop, Englund Dimitrova speculates that the professionals discuss ideal revision parameters rather than their real procedures. This discrepancy between reported information and real behaviors makes empirical research necessary to obtain a better picture.

Other authors have referred to the issue of translation assessment as well, without using the term "revision"; for example, Kussmaul (1995), in his book *Training the translator*, dedicates a chapter to translation assessment and errors. He refers to Pym's (1992) concept of errors and assessment starting from a divide between the binary and nonbinary approaches, which Pym reaches after dealing with long lists of error types ("I was operating with a list of some fourteen types of error, which is a wholly unsatisfactory number", Pym, 1992).

Kussmaul quotes Pym to refer to the concept because of various reasons. To begin with, seeking a communicative approach distances the text from its creator; this helps avoid getting stuck on evaluating what the translator was thinking at the time or how proficient he/she is. Instead, the validity of the target text is what matters, which means the evaluator tries to take on the role of a reader.

“One might argue, however, that this approach is just as speculative since we do not really know what goes on in a reader's mind, and that our speculations instead of being retrospective are prospective, but are speculations nevertheless. Still, I believe, it is easier to imagine oneself as an average reader than as an unsuccessful student translator.” (Kussmaul, p. 130)

From here on, Kussmaul establishes useful categories for classifying errors, based on the idea that an error might be more or less important according to how much it distorts meaning, rather than what grammatical or semantic implications it has, or it might not even be considered an error at all in the first place. To explore what the proposed categories might do for assessment, Kussmaul refers to a translation of the children's book *Five go to Smuggler's Top* to German.

- a) Cultural adequacy: Certain situations that are called errors in “binary” evaluation are reconsidered according to the reader's point of view. Kussmaul's case presents a strange, old-fashioned name in the target text that stands out for most adults, and breaks the rule of consistency. However, since the target audience is young kids, this can be considered not to be an error.
- b) Situational adequacy: A person's idiolect manifests through linguistic markers of all kinds, be it through grammar, morphosyntax, or lexicon. Kussmaul points out choices

such as contractions (I'll, she won't, we're gonna), address (Mam), or even vocabulary choices such as *she is not fit* instead of simply *she can't*, etc. These choices establish each character's social standing within society and in the current conversation. However, since such markers do not exist in German, they pose a problem as a whole, rather than individually: the text cannot be judged on a case-by-case basis.

- c) Speech acts: Communication is often complex and layered; one short sentence can perform different acts depending on the context. Kussmaul's example of a woman giving advice and a man replying "I'm seeing to things, Mrs. Daly" could be a strictly informative sentence, but it also implies that her advice is unneeded, and that he is the one who has power in this situation. Thus, the sentence can be interpreted as dismissive, haughty, or perhaps even slightly aggressive. Such subtleties can be left aside or preserved according to how relevant they are, but a decision must be consciously taken.
- d) Meaning of words: Translating a word with its dictionary equivalent might not lead to a target text that conveys a similar meaning. Taking into account the non-binary approach, then, the error may have to be graded according to how serious the consequences of the 'mistranslation' will be. Meaning errors might also refer to accuracy; for instance, Kussmaul mentions a mistranslation of the title "Why study language" as "why study languages", which on the side of the translator is a mere typo or misunderstanding, but on the side of the reader, it is far more important: the former appeals to linguistics whereas the latter refers to language learning.
- e) "Language errors": This category refers to the wrong uses of grammar, idioms, collocations, etc. which is why this is the most commonly known category. In

language learning, they are indeed much more important, as they imply lack of proficiency, but if the priority is the consequence of the error, there might be instances when defective language is not as important. This is also one of the errors Pym refers to when explaining non-binary error assessment.

Kusssmaul's categories are a much better fit for text rich in personal identity, such as the story book *Five go to Smuggler's Top*, than Mossop's. Language features such as the person's idiolect, double entendres or emotional tone are subdued or nonexistent in the revised material. However, some of Kusssmaul's categories, such as **Language errors** and **Meaning of words**, consider similar aspects to Mossop's and thus are included for a better understanding of priorities in categorizing.

2.1 DEFINING REVISION

For this project, the definition of revision proposed by Mossop (2014) is preferred: "The process of reading a draft translation to spot errors, and making appropriate amendments. Revising is to be distinguished from retranslating" (p. 228).

This definition, however, is somewhat vague, as it is the brief version posted in Mossop's (2014) annex 5. Mossop expands it throughout the whole book, referring to the lack of defined terminology concerning this and other activities which often have names in

common. For instance, revision can also refer to the changes suggested by an editor in a unilingual document just before publication, self-editing, or the aforementioned definition.

It is worthy of note that Mossop does not mention the necessity of bilingual revisers at all. Revision is simply a practice here, rather than an isolated process in a chain of production. Revision as a practice will be explored in the following pages.

The concept of quality is important as well. Mossop refers to three notions of quality:

- fulfilling the specifications given by the client
- fulfilling the text's suitability for purpose
- doing what is necessary to protect and promote the target language

The third concept is more specific to languages in a situation of sociolinguistic disadvantage that require protection from the influence and oppression of languages with more power. Such is not the case (or not to this degree) of Spanish and English, which is why the first two options are more relevant for defining quality. Mossop chooses the second, likely because the client is not always aware of what is necessary for a translation to reach its purpose.

Despite announcing the choice of Mossop's definition for this work, it is necessary to explore other definitions of revision in order to see aspects that must be taken into account when performing revision activities. The chosen aspects are revision in practice, revision in concept, and the industry's translation standards. These definitions will be explored below.

2.1.1 REVISION DEFINED IN PRACTICE

While the word itself may seem intuitive enough at first glance, defining revision in the context of professional translation is not as simple as it seems. There are two ways to approach a definition of revision: it can be either understood as the set of activities intended to improve any text, or as the specific process intended to polish a translation in terms of the text itself, leaving aside matters of format, design and page layout, which would correspond to other functions (quality control, post-desktop publishing translation) whenever possible.

The notion of revision is not recent. Graham (1989) already attempted to define checking, editing and revising as three separate activities, though in the case of Graham, the attempt has its shortcomings:

“quand Graham tente de définir ce qu’est la révision en énumérant toutes les tâches qui incombent à la discipline (...) on ne cerne plus très bien la distinction entre *checking* et *editing* et on a l’impression que le réviseur fait un peu de tout, ce dont l’auteur est conscient” (Lee, 2006, 414)

Indeed, Graham sees the checker and the reviser as equivalent and even overlapping in functions. However, there is a difference between checking and editing, the latter being defined as the preparation and adaptation of texts for publication, including elimination of irrelevant passages and stylistic editing (Lee, 2006).

Horguelin and Brunette (1998) see revision as checking: “La révision se définit comme l’examen attentif d’un texte dans le but de le rendre conforme à des critères linguistiques et fonctionnels reconnus” with the base directives of linguistic and functional

criteria and nothing else - except, perhaps, the adjective “attentif”- this definition might as well cover every process intended to improve or correct texts in general, rather than the finished translation draft. The reviser is, then, expected to be able to revise anything in his or her mother tongue regardless of its original author’s language. In fact, according to Lee, this seems to be the case in Korea. “Il est de toute façon indéniable que, dans la pratique, les deux activités se recoupent souvent, ce qui rend encore plus difficile la tâche de les délimiter toutes les deux.” (Lee, 2006, p. 414)

Other attempts at defining revision seek to be more specific, however. A definition by Arthern (1991), while slightly dated, is comprehensive enough to differentiate it from other processes:

The revision of a translation is a procedure by which it is examined and reviewed by a person or persons other than the translator, with or without consulting the latter, in order to ensure that it is an accurate and faithful rendering of the meaning of the original text into the language of the translation, in a style equivalent to that of the original.

A revision is, first and foremost, a procedure to check that a translation fulfills both content and form standards. For Arthern (1991), these are accuracy and faithfulness; while these may not necessarily be the goals of all translations, they certainly are in the case of the texts studied in the present work.

According to Arthern (1991), the revision procedure is to be performed by a person other than the translator. This point makes sense from a professional point of view where roles are specialized, but it does not take into account the self-revision process the translator performs before finishing his/her work. The implication is, then, that self-revision is either

so common that it does not need to be recognized and defined, or that it is inherently different from revision performed by others, and in both situations it is more of a casual practice, compared to the more serious practice of revising another person's work.

Arthern (1991) goes on to explain that there are in fact two forms of revision: one where the reviser discusses the text with the translator and one where the reviser works alone. This situation, coupled with Arthern's (1991) opinion that revision did not seem to be very commonly used in translation agencies, shows that the status of the reviser has changed since then; however, the procedure is still the same in general.

The distinction of revision versus self-revision is shared by other authors. For instance, Mellinger (2018) presents a hierarchy of self-revisers, followed by revisers, who in turn are seniors to translators. This implies revision requires more experience than translation; after all, the reviser would have to be aware of errors that the translator failed to recognize, as well as understand translation choices to discern whether they are intentional or unintended. Moreover, there are other tasks a monolingual editor may or may not be able to properly deal with (mistranslations, ambiguities, wrong information, etc. which looks normal in a monolingual text) that the translator missed. Mellinger does not point towards monolingual revisers, either, which might mean that in his opinion, they simply are not part of the equation at all.

Lee (2006) finds a possible definition in the fact that revision is an act that must be performed by translators. The reasons why translation agencies choose them to perform revision might be varied, but they will always point to the necessity of a bilingual agent who understands translation choices. Thus, Lee's definition is as such:

Examen, par un traducteur ou un réviseur connaissant la langue de départ, d'un texte traduit pour le rendre conforme aux besoins et aux attentes du destinataire. (p. 414)

Lee takes this position based on the fact that according to Graham (1989), both checkers and editors can be monolingual professionals, which implies that the reviser's work requires bilingual competence.

2.1.2 REVISION DEFINED CONCEPTUALLY

There are many different practices involved with improving a completed draft for publication, but distinguishing them becomes difficult because of overlaps in the functions of editing, trans-editing, copy-editing, stylistic editing, checking and revising can blur the lines between each of them. Mossop (2008) refers to the blurred limits:

There is a copious literature on editing, but the terminology is far from standardized: terms like copyedit, proofread and rewrite are used in a variety of overlapping or contradictory ways. There is only a small published literature on revision in English, but in what does exist, as well as in spoken usage, terms such as re-read, quality control, proofread, review and check are, again, not used in any consistent way (Mossop, 2008, p. 222).

The problem of defining revision has been well documented (Robert, 2008) and is still open to discussion, due to overlaps such as the ones seen in the European Union's translation standards. The definitions offered so far describe revision as part of a process with

clear boundaries and responsibilities for the sake of industry standards, but when seen as a practice, revision and self-revision/checking might need some nuance.

So far, revision would seem to be a specialized activity which is not in the hands of translators in professional environments. However, despite the aforementioned definition of revision, there is another way to look at it; in the first place, since the checking of text occurs on a per-sentence and per-paragraph basis, it will be performed by various agents during the process. This means many stages with different names and objectives actually include revision. As such, we have:

Revision performed by the translator (Robert, 2008). For clarity concerns, this process will be called self-revision, as Mossop (2014) suggests, because it describes the process better than “checking” would. We also have Arthern’s (1991) definition backing the idea of revision as a different process from checking in general.

Self-revision may occur upon completion of the translation draft, a fragment, or possibly even a paragraph, depending on the translator. Different approaches seem to produce varying degrees of revision, however, which is why finding a structured method for self-revision is necessary.

In this case, self-revision is widely considered to be a subprocess of the translation draft. Moreover, Mossop (2007) presents a method for self-revision that includes both the work on the target text and the comparative revision.

Revision performed by a reviser on a completed translation draft, also called “other-revision” by Mossop (2014), which was previously defined as "revision" in the professional

environment. It involves a second professional who goes over a completed text or fragment with the objective of improving it.

Quality checking, which includes stylistic editing (Mossop, 2014). It is worth noting that despite its rather mechanical name, stylistic editing consists of a more conscientious checking of the text:

- Tailoring vocabulary and sentence structure to the particular readers of a text and to the use they will make of it.
- Creating a smooth-flowing text by fixing problems such as poor inter-sentence connections, wrong focus within sentences, confusing verbosity, and awkward (difficult-to-follow) sentence structures.

Among others, a stylistic editor performs a revision aiming to obtain a text that better addresses its intended target audience and as such modulates readability, or redundancy. Even in this activity, however, revision of the translation may occur to deal with awkward fragments that might be poorly received by the audience but might also be necessary in order to keep the meaning.

Fortunately, when comparing the revisions in the case of civil documents such as birth certificates and academic transcripts (which is what most of the translated work for this work consists of), this distinction is much easier, as on the one hand, we have the author's revision, both during translation and during "proper revision work", namely, the post-translation process; on the other hand, there is the revisers' post-draft work.

2.1.3 THE TRANSLATION STANDARDS

The European Union has set requirements to guarantee translation standards in the norm entitled EN-15038 - Translation services - Service requirements (EN-15038, 2004) which also include revision and all related practices. While not directly related to the Translation Agency, the directives given in this norm serve as quality standard to a wide community, which is why its treatment of the matter is relevant in for our purpose.

In the EN-15038 (2004, p. 11), self-revision is called "checking", and is defined as such:

The translator shall check the translation for omissions and confirm that the defined parameters (see 5.3.2) have been met. The translator shall make the necessary amendments.

Rather than a complete process of assurance, then, "checking" is an assessment of completeness. On the other hand, revision is more complete:

The reviser shall be a person other than the translator and have the appropriate competence in the source and target languages. The reviser shall examine the translation for its suitability for purpose. This shall include, as required by the project, comparison of the source and target texts for terminology consistency, register and style.

The TSP shall take the corrective measures necessary to amend the translation or to retranslate, when applicable, in accordance with the TSP's procedures (EN-15038, 2004, p. 11).

Lee's (2006) definition (p. 414) includes "suitability", a sum of many different considerations beyond simple omission checking. According to the norm, a reviser would be in charge of adapting the finished text to its target audience.

Another relevant definition is the term "edit" used in the EN-15038 standard (2014), where it is defined as

To examine a target language text for its suitability for the purpose.

NOTE This will include checking the spelling, grammar, punctuation, terminology, register, style, etc. and may involve rearrangement of the text (alignment of the text to match graphics, illustrations, etc.). It may also include shortening or extending the text to meet space requirements. (EN-15038 standard, 2014, p. 15),

Thus, editing seems to cover many of the same tasks that revision is intended to fix as well as areas less directly related to the translator's task, such as illustrations and adaptation for space requirements. A reviser might not necessarily be an editor, but an editor will have to be aware of revision issues and techniques.

Interestingly enough, the EN-15038 does not specify much about a reviser's required skillset beyond experience in the domain, which implies some degree of specialization over a translator: "Revisers shall have the competences as defined in subclause 3.1.2, and should have translating experience in the domain under consideration" (EN-15038, 2014).

After the EN-15038 came the ISO 17100, which supersedes it and changes some norms. In the ISO 17100 standard, entitled "Translation services — Requirements for translation services", very brief definitions also establish differences between both processes.

Four processes that could be considered to be aspects of revision serve as boundaries between different forms of editing work (ISO 17100: 2015, p. 2):

check: examination of target language content carried out by the translator

revision: bilingual examination of target language content against source language content for its suitability for the agreed purpose

review: monolingual examination of target language content for its suitability for the agreed purpose

proofread: examine the revised target language content and applying corrections before printing

Within the context of the ISO 17100, self-revision (here called 'check') is different from revision not only due to the agent that performs it, but to the nature of both procedures: "revision" is specifically bilingual and concerned with a wide variety of errors, whereas checking is reduced to one of the components of revision (completeness).

2.2 THE NECESSITY OF REVISION

While writing any kind of text, errors may occur. Adding to the known typological errors, grammar mistakes, lack of consistency with terms, ambiguities and other such problems, the nature of communication itself can lead to situations that, rather than being errors, are discordances between the writer and the audience. As Mossop (2014) points out:

First, it is extraordinarily easy to write sentences that are structured in such a way that readers will misunderstand them or have difficulty understanding them. Second, it is easy, while writing, to forget about the future readers and write something which is not suited to them or to the use they will make of the text. Third, a text may fail to conform to society's linguistic rules, or the reigning ideas about the proper way to translate or to write in a particular genre. Finally, what the author or translator has written may conflict with the publisher's goals. (Mossop, 2014, p. 18)

Even leaving aside the obvious tasks such as checking spelling, consistency and terminology, there are still many more tasks specifically for the reviser. As Mossop points out, many of the errors revision deals with are often subtle enough to be missed by the original writer and the translator, who are busy working on conveying ideas and impressions. Sometimes, the translators may not even know about said errors because they do not fully know the audience the texts are directed towards (a study on the capacity of editors and revisers to produce original texts less prone to errors than untrained writers and translators might shed some light on the possible differences in skills between both groups).

A common issue in English, for instance, is the “garden path” sentence:

- a) The raft floated down the river sank.
- b) Have the students who failed the exam take the supplementary.

This kind of sentence creates a mental path through the first few words that leads the reader to expect an idea that differs significantly from the intended meaning; in this case, the reader is led to expect a question, when the real sentence is an imperative. Such constructions,

while grammatically correct, are undesirable because they force the reader to recheck and interrupt the reading flow, and thus require revision.

Another issue that might be easy to miss for a translator is that the position of clauses relative to each other may confuse the readers. Take, for instance, this sentence from Mossop (2014, p. 71):

The dominant natural disturbance in most Canadian forests is wildfires, whose frequency in the past three decades has increased markedly. Longer and warmer summers, a phenomenon that has been exacerbated by human-induced climate change, are widely thought to be the reason.

In this sentence, there is a relationship of cause and effect, but the reason is given at the end. Therefore, it is very likely that the reader will have to reread right after "... are widely thought to be the reason".

Situations like the above might represent a problem or not, depending on the audience. A reviser might have to apply different standards on a text according to the target audience, to the point that a single source text might result in two target language versions depending on the purpose of its translation. Noticing and working on these issues is possible for the author and the translator, but the reviser is the one responsible for appropriately understanding the relationship between the text and the audience.

Take, for instance, a scientific article that is to be translated and adapted for a general audience, perhaps published in a scientific divulgation magazine. "While no cure has yet been found for AIDS, there are a number of treatments which can prevent the opportunistic diseases from appearing." (Mossop, 2014, pg. 144)

The translator might have found the correct term and applied it, and transmitted the intended meaning to the target text, but if the target audience does not have the tools for reading it, the meaning is not extracted and so it becomes less effective. In this case, a well-educated audience with no experience in medicine is likely to be unaware of the term “opportunistic disease”. Since it is essential for understanding the sentence as a whole, the text fails to convey meaning adequately.

2.3 PROBLEMS OF DIGITAL TEXT PRODUCTION

The capacity for storage and – more importantly – quick retrieval of information allows for massively improved terminology management, thanks to internal databases and the Internet, where many different sources can provide context and credibility to vast amounts of terms. From terminological databases that include definitions and equivalents to corpora and concordancers, digital resources greatly empower translators and take away much of the effort required in translation, especially efforts spent in massive, repetitive tasks.

Fortunately, a few decades into the digital age, some problems have disappeared: “If the translation was produced by typing over the electronic source text, then it is unlikely that paragraphs, or items in a point-form list, will have been omitted.” (Mossop, 2014, p. 139)

Some of this load has even been taken over by language service providers that also offer Computer-Assisted Translation (CAT) tools. Some of these tools such as Trados® (<https://www.sdltrados.com/>) or Transit® (<https://www.star-spain.com/es>) are also

intended to be used in tandem with services offered by the software providers, such as translation memories and dictionaries.

However, due to the computerization of the industry, other problems have arisen and created more workload for revisers. For instance, two of the most valuable tools for revision, “spell checking” and “find and replace”, can easily produce errors that would not have occurred with translation on paper. These tools are commonplace in advanced text processors such as Microsoft Word® and Openoffice®. Find-and-replace is perhaps even more ubiquitous, as applications as basic as the Microsoft Notepad® and free text processors such as Notepad++ or Sublime Text feature them. These tools enable writers and translators to quickly clean instances of the same mistake, and so they use them very often. Therefore, revisers must be aware of possible errors caused by themselves or the translator during revision and edition of the text.

Spellcheck can easily clean most of a text's spelling errors, but it cannot deal with ambiguities or misplaced words, as Mossop exemplifies: "As a matter of fat (sic), there are many types of error which Spellcheck will not catch at all: ‘fat’ is a correctly spelled English word, and therefore Spellcheck will not signal the error in the fifth word of this sentence" (Mossop, 2014, p. 108). Such may be the case with any homophones or similar words, which warrants the necessity of human revision.

As for “Find and Replace”, its possible pitfalls are much more obvious. Being able to replace a string of text also means that anything not in that string will be left as-is, making words like "activity" hazardous, as the morphological divergence between the singular and plural or other such grammatical changes can potentially create some mistakes (in this case, 'activities'). Besides, not every instance of a certain word will be translated with the same term

in the target text, not due to lack of consistency but due to the polysemy or the variation in register, which can lead to mistranslations. (Mossop, 2014).

2.4 REVISION METHODS

Empirical research on translation procedures focuses on two basic sub-procedures (monolingual and comparative revision) and various combinations of those two procedures.

Robert (2008) briefly lays down options for revision which may be used to classify the approaches to the process of revising a text. The differences between Robert's methods depend mostly on which text is checked – Source Text, Target Text (henceforth ST and TT respectively), or both –, whether comparative revision is performed, and the amount of times the texts are checked.

- If the TT is read once, the ST is not read at all (or partly):

A) the reviser reads the TT alone without the ST, and makes changes;

B) the reviser reads the TT alone, refers to ST when he thinks there may be a problem, and makes changes;

- the TT is read once, the ST is read once:

C) the reviser compares ST with TT and makes changes.

- The TT is read twice, the source text is read once:

D) the reviser reads the TT, makes changes, then compares ST with TT, and makes additional changes if necessary;

E) the reviser compares ST with TT, makes changes, then reads the TT and makes additional changes if necessary;

- The TT is read twice, the ST is read twice:

F) the reviser reads the ST, then compares ST with TT and makes changes, he finally reads the TT again and makes additional changes if necessary;

G) the reviser reads the ST, then reads the TT and makes changes, and then compares ST with TT and makes additional changes if necessary. (Robert, 2008, p. 9)

Robert's own article disqualifies F and G due to time constraints, and A due to "irrationality", as, according to Horguelin and Brunette (1998), monolingual revision often causes further errors in the text. The other methods do not seem to differ that much, which makes any of them eligible, so long as they include some form of bilingual revision:

Toutefois, dans un cas comme dans l'autre, les différences ne sont pas significatives d'un point de vue statistique. Néanmoins, étant donné que le seuil de signification est proche en ce qui concerne la qualité de la révision ($p = 0,07$), nous conseillons quand même la relecture bilingue (Robert, 2014, p. 117).

Robert herself points to a study on the effectiveness of revision (Brunette, Gagnon, and Hine, 2005) that intended to prove that monolingual revision done by a professional would be superior to bilingual revision: "However, from the first texts it became apparent that monolingual revision did not assure the expected degree of quality at all. On the other

hand, bilingual revision generally led to translations of superior quality.” (Brunette, Gagnon, and Hine, 2005)

2.5 REVISION PARAMETERS

In translation and revision work, standards must be set in order to assure the possibility of a quality assessment procedure. But that is not the only reason for using specific parameters: they also serve as broadly defined fields a reviser must be aware of during the revision process in order to cover as many errors as possible, and as an idea of what might be prioritized depending on the context. For instance, accuracy might contend with readability in a number of contexts, as was the case with some of the material translated that preceded this work; in that case, accuracy was favored due to the official nature of the translations.

Mossop (2014) proposes four groups of parameters:

a) Meaning transfer

This is what most people would think of as translation revision. Checking that there are no omissions (completeness) and that the original meaning is reflected as well as possible (accuracy).

b) Content

Checking that the information in the text (mathematical formulae, figures, locations, dates) is correct (facts), and that the text itself makes sense and does not contradict itself (logic). This is one of the areas where revision might overlap with editing.

c) Language

Searching for awkward passages, hard-to-read sentences, unclear connections (smoothness), calibrating the register to better fit it for the intended audience (tailoring), checking correct terminology and phraseology (Sublanguage, more often than not Terminology), fixing unidiomatic and rhetoric problems (incorrect use of idioms), and checking grammar, style, punctuation and the like (mechanics).

d) Presentation

Checking the visual arrangement of text including indentation, margins etc. (layout), good use of fonts and underlining/bolding (typography), and general organization of the text including footnotes, headers, and page numbers (organization).

As Mossop (2014) states, this list is not intended to be used as a checklist but rather as a guide for discussion of the revision process. A reviser is more likely to work on the text according to the style guides provided by the company and their own knowledge of the language and parallel texts; the list works best as a classification of the processes that revisers perform naturally during their work.

According to the European Union's norms, most of these parameters are going to be largely ignored by the translator; for instance, Presentation and most of the Language parameters (those dealing with target audience) fall under the responsibility of revisers. On the other hand, certain parameters such as Accuracy and Completeness, are very much part of the translator's work. When a reviser works on them, they'll mostly be working on a translator's shortcomings and mistakes.

3 INTERNSHIP IN THE UNIVERSIDAD DE ANTIOQUIA

As part of the final project for the Master's Degree in Translation, I worked as an intern for the Translation Agency of the School of Languages, Universidad de Antioquia, in Medellin, Colombia, during three months, in a part time basis. During this time, I mainly performed translation duties, as well as some project management work.

As an intern in the Agency, I translated various legal and technical documents which have undergone revision by my Master's degree supervisor, the Agency's Coordinator, and external translators. Samples of translated and revised text are taken from this work.

The Translation Agency mainly takes commissions from local clients, such as companies and individuals, looking for legal or technical translation, localization or interpreting services; the latter are always outsourced, while the majority of written work is outsourced as well but is often revised by the translator in charge, who is also the Coordinator. Hence, I worked directly under her supervision and received feedback from her revisions.

3.1 DESCRIPTION OF THE INTERNSHIP AND TRANSLATED TEXT

As part of the final project for the Master's Degree, and as valuable experience for the students, the Universidad de Antioquia offered internships with the Translation Agency as well as partner companies willing to take in novice translators.

The offer was extended to all the students in the Master's Degree, in order to choose one of them for the University's Agency. This happened to be the author of this work, whereas other students had access to internships elsewhere or chose not to take them. Another intern, a student from the Bachelor's Degree in Translation, was also present during the other shift.

After the selection, the schedule was planned with the Coordinator. The Master's student would work in the morning, whereas the Bachelor's student would work in the afternoon. The hiring process was done via a service provision contract. The internship consisted of four daily hours of work, four days a week.

The average work day began with either a new project being assigned by the Coordinator or the continuation of an earlier project.

When a term was not found during the translation draft, it was visually highlighted as a query, which the Coordinator would take care of. She would refer to her personal connections in such cases, allowing the translator to continue working. Hence, contact with experts was not done by the translator.

As each project's translation draft was finished, it was sent to revisers or revised by the Coordinator herself. Generally, feedback was handed back to the translator in case of important mistakes, or terms that were likely to be required in the future.

3.1.1 The translated texts

The body of work is composed mainly of legal documents, such as personal identifications and legal contracts and agreements, as well as certificates of education or work experience. Some academic texts such as abstracts for scientific papers are also included, as well as miscellaneous documents that required a certified translation for international business.

The total amount of translated words is around 94000 words, including the pre-translated words present in templates, which were used in a few texts (mainly birth certificates).

3.2 METHODS EMPLOYED IN THE TRANSLATION AGENCY OF THE UNIVERSIDAD DE ANTIOQUIA

Being a professional agency yet still a comparatively small institution, the Translation Agency is currently positioned on a level between freelancer professional translation and the bigger private companies providing services and hiring freelance translators online. Apart from that, it is directed to a local market due to its function as sworn translation provider and its affiliation with a Colombian public University.

Sworn translation, as used in this case, is a rather wide field. While in theory sworn translation could be defined as any kind of “translations that meet the requirements to serve as legally valid instruments in a target country” (Mayoral Ascencio, 2003:1), in practice it has a heavy tendency towards legal translation. As for texts that do not belong to this typology, their translations are often intended to be used in legal contexts. The Agency’s workload is comprised of around 85% legal texts, 10% technical and scientific texts, and a 5% of assorted typologies such as advertising and journalism.

However, this means that the focus of the Agency in respect to most texts tends to be identical; that is, the utmost care must be taken in respect to identities, amounts, figures, etc. but paraphrasing, explanations, or descriptions can be less accurate. Furthermore, in the case of contracts and any other legally binding documents, semantic equivalence is the top priority over style or smoothness, since any possible difference could create misunderstandings. Moreover, if any key terms become ambiguous, the Agency could unwittingly be giving one of the parties an unfair advantage and damage a business relationship.

3.2.1 TASKS ASSIGNED DURING THE INTERNSHIP

The translation work performed during the internship consisted mostly of legal documents such as diplomas, agreements, higher education and work certificates, and others. A few documents were related to journalism, and one project consisted of translating abstracts for several scientific articles. Work was performed for four hours per day, four days per week. After finishing each project, it was passed on to the reviser, who would polish the text and send it to the Coordinator. She, in turn, would perform quality control functions, sign it as a sworn translator, and deliver it to the customer.

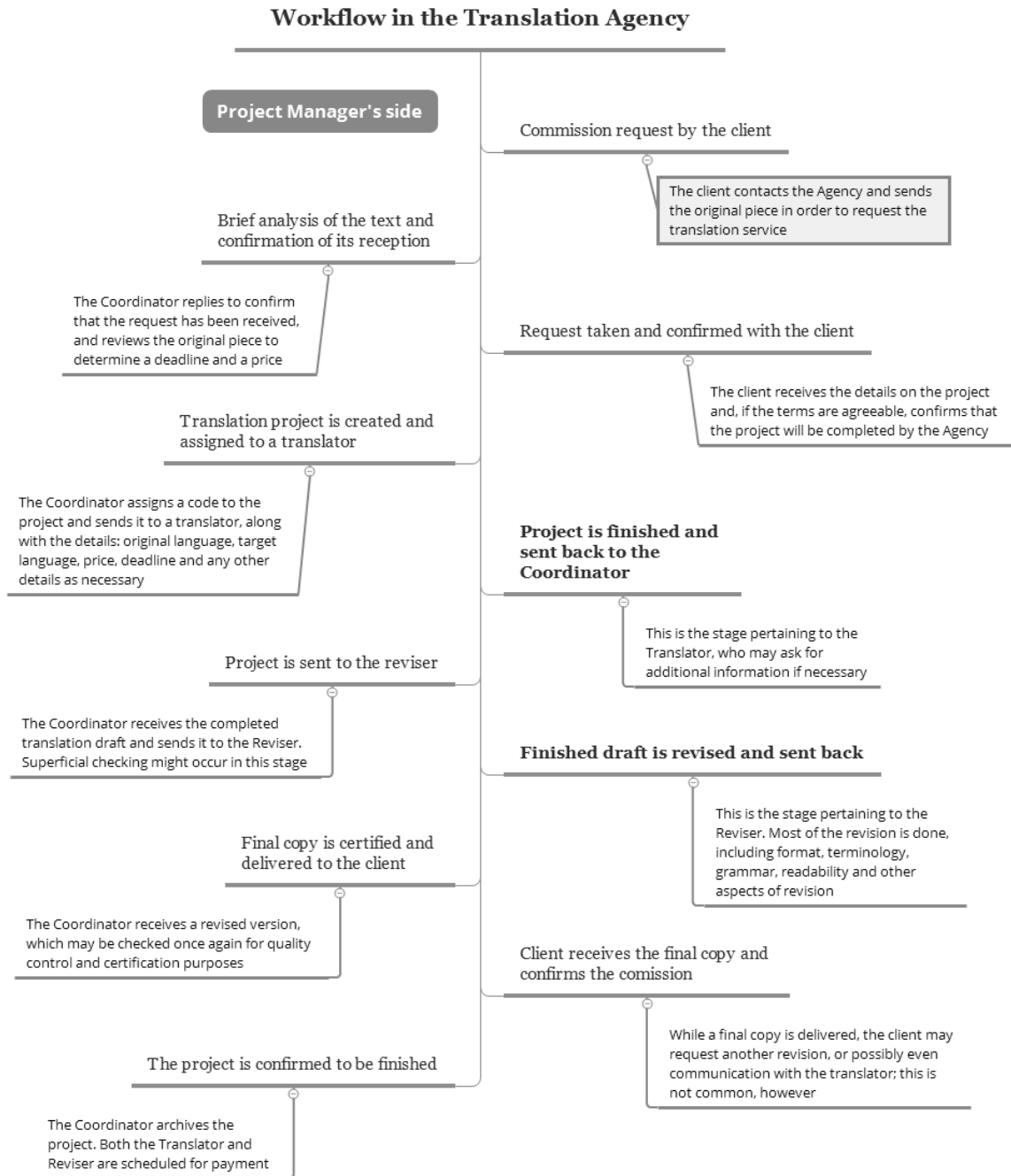


Figure 1. Workflow in the Translation Agency

The Coordinator is the core of the operation, serving as the bridge between the other three parties (translator, reviser and client) to guarantee a single, transparent communication channel.

As for the Translator's process, while it was not strictly followed, the workflow generally followed the chart below:

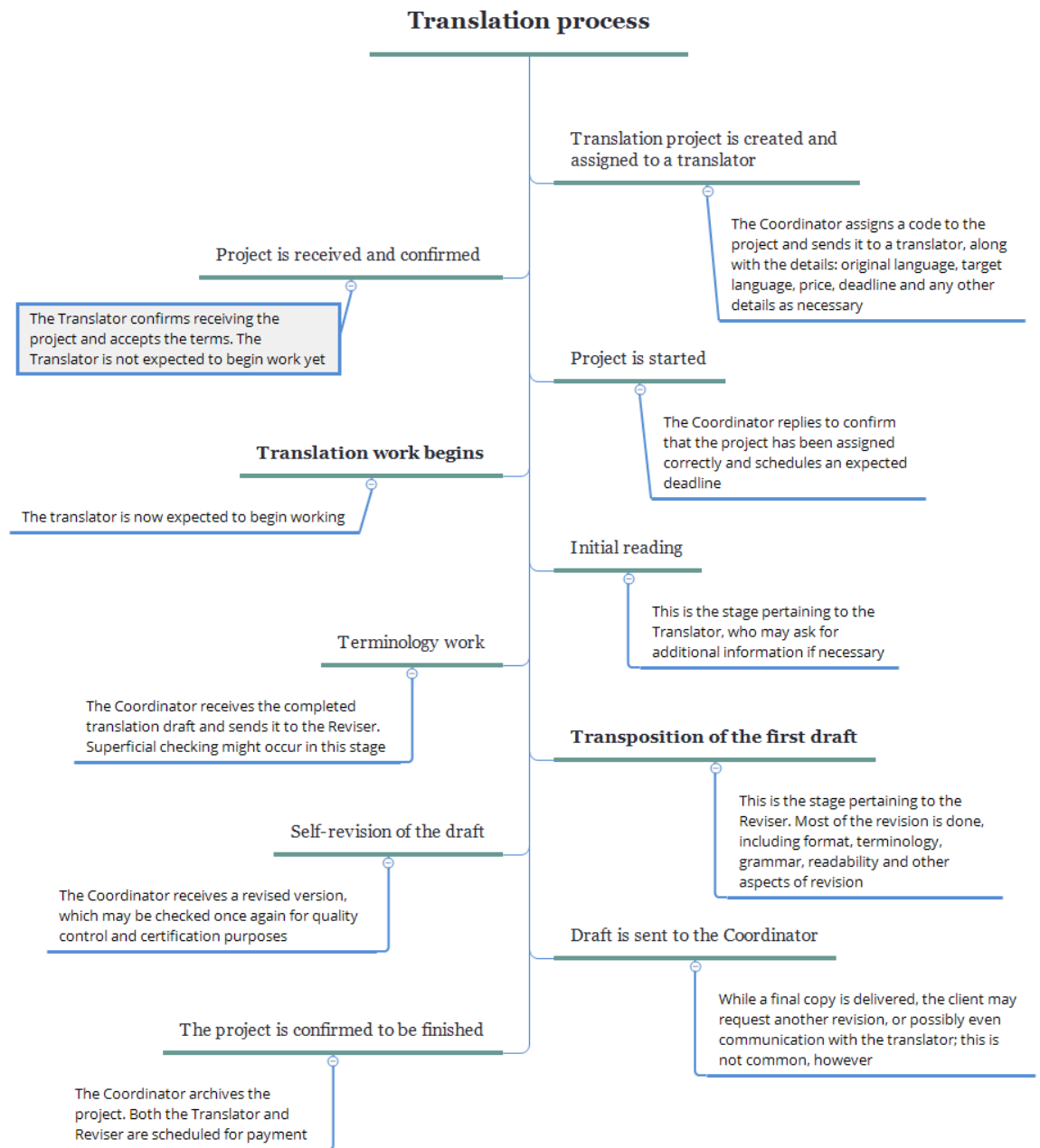


Figure 2. Translator's process

3.3 MAIN OBSTACLES DURING THE INTERNSHIP

While the source texts are not the focus of this work, certain obstacles present in these might influence revision. The reviser might avoid comparing the text to its original too much, so as to produce a natural target text and not depend on the source text; unfortunately, because of this, some problems might be overlooked. Some of them will be presented below.

Non-native writing, for instance, can be problematic during translation. Unnatural phrasing or odd terms which seemed to be due to translations of translations came to light only in the revision stage.

Throughout the internship, certain mistakes and weaknesses could be identified in the produced translation.

- a) Omission of surrounding text: Seals, footnotes, headings and the like were missed or not read in enough detail.
- b) Formatting errors: missing page numbers, footnotes, links etc.
- c) Consistency: problems in terminology caused by insufficient revision and/or lack of a consistent revision method.

Detection of these common mistakes allowed the translator and revisers to complete their revision work more efficiently.

3.4 REVISION OF TRANSLATIONS PERFORMED FOR THE INTERNSHIP

Lorenzo and Copenhagen's (2002) study presents two common situations: on the one hand, a translator who sticks to the source text when self-revising, making sure that the target text follows its meaning as faithfully as possible. On the other hand, a translator who attempts to forego the source text as much as possible during the self-revision stage and tackles the translated draft as a monolingual piece, seeking to reach coherence and natural text only from a TT point of view. There is a marked difference between these two hypothetical translators: "Esto último es lo que caracteriza a los traductores que ocupan los puestos más altos respecto al nivel de competencia, que por ello en general enfocan de forma muy distinta la traducción de dos textos de diverso tipo." (Lorenzo and Copenhagen, 2002, p. 142).

This is also Mossop's opinion (2007), based on various empirical studies on the effectiveness of revision, and Robert's (2014), who finds it less precise (albeit significantly faster, admittedly) and leads us to choose a preference for leaning on the TT when revising as long as time allows for it. However, translation issues that did not carry over to the TT might still exist. A simple strategy used by the translators at the Agency consists of highlighting problematic segments with the Highlighter function available in most text processors and focusing on them to perform a final review after the TT revision.

3.5 REVISION REQUIREMENTS IN THE TRANSLATION AGENCY

Revision, as translation, does not have an absolute standard that can be applied to every situation. Mossop (2014) points out that:

There is no such thing as absolute quality. Different jobs will have different quality criteria because the texts are meeting different needs. In one job, a reviser must improve the readability of the text to a very high level; in another job, a lower degree of readability will suffice. (Mossop, 2014, p. 22)

Not only will the standards of readability and adequacy be different, but sometimes one must be sacrificed for the sake of another. In the case of the Translation Agency, the following needs are prioritized:

- Form is to be prioritized as much as possible within a reasonable timeframe. Seals, page frames, fonts, etc. must be replicated if possible, or at the very least the equivalent forms must be similar. After all, buying fonts or investing excessive effort into replicating a university's coat of arms when it is not available are activities that will likely not return the investment.
- Accuracy is a high priority, given the official character of the translations. The official translator's signature certifies that the text is true to the original and does not omit information.
- Facts are extremely high in priority. Dates, locations, ID numbers etc. can be said to constitute the most important pieces of information in official translation.

On the other hand, there is one item that has a slightly lower priority:

- Readability must at times yield to accuracy. This implies that documents such as diplomas, legal certificates, or even grade certificates must maintain the same structure even if it is detrimental to readability.

An example of problematic phrasing is the position of subjects in respect to adjectives. Spanish allows for a much more flexible, verbose text than English. Despite this, a sentence with a long subject had to be left this way because the parts of the sentence should be similarly placed in the original and the translation for checking.

3.6 METHODOLOGY

As the objective is to find what kinds of issues are dealt with in the texts translated during the internship, revisions must be examined and classified; from the revision parameters already reviewed, Mossop's categories have been selected due to their specificity and flexibility in comparison to other classification systems.

A comparison of categories shall provide a ratio of mistakes that occur more commonly in the texts, and other features such as expansion shall be taken into account for a qualitative commentary on the effects of the revision on the sentence.

Finally, errors in the revised texts and errors that went unchecked, if there are any, are to be taken into account as well. Degrees of attention give an insight into the reviser's mind, both towards the categories they choose to focus on and the ones they ignore, on

purpose or accidentally. Errors that went undetected might hint at the reviser having focused on other areas.

3.6.1 Absence of suprasegmental revisions.

Suprasegmental revision is very unlikely to have occurred due to certain traits of sworn and official translation:

- It tends to focus on shorter texts that contain factual information (such as academic transcripts), so there is little need to address cohesion.
- Official translation consumers prefer the target text to look similar to the source text, as it facilitates comparison of both pieces to identify key facts (names, locations, figures). Therefore, relocation of entire paragraphs is not recommended. Once or twice, sentence organization was carried over, creating awkward sentences that nonetheless were more useful for the client than a translation that respected the target language's conventions.

Thus, the comparison of texts delivers small fragments rather than more generalized errors. This is not to say such corrections do not exist, but rather, there are so few that they were not included in the revision chart. Within the translated texts, two noticeable examples were found where the sentence's topic is changed for style.

3.7 COMPARISON OF TEXTS

Now, the Target Text 1, which is my initial translation draft, is compared with the Target Text 2, which is the revision. For the sake of brevity, only specific segments where revisions were made will be reviewed. Segments where reviewing the original was likely to be required in order to reach a revision will include said original as well.

The format is as follows:

ORIGINAL	TRANSLATION	REVISION
Source text	Target text – translation draft	Target text – revision
Issues:	Error category	

ORIGINAL	TRANSLATION	REVISION	ERROR CATEGORY
She attended the courses listed and described below	Ella completó a los cursos descritos a continuación.	Ella completó los cursos descritos a continuación.	Language/Mechanics
Seismic retrofit with reinforced polymers (FRP)	Adaptación sísmica con polímeros reforzados con fibras (PRF)	Repotenciación sísmica con polímeros reforzados con fibras (PRF)	Sublanguage/Terminology
Behaviour, mechanics and dimensioning of RC	Comportamiento, mecánicas y dimensionamiento de elementos de HA...	Comportamiento, mecánica y dimensionamiento de elementos de hormigón armado...	Sublanguage/Terminology

Engineering Seismology and Seismic Hazard Assessment	Sismología de ingeniería y evaluación de riesgos sísmicos	Sismología de riesgos sísmicos	Subla nguage/Term inology
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
A further focus is on the characterisation of the force-deformation behaviour of reinforced concrete structural elements	Se explican principios de capacidad de diseño	Se explican los principios del diseño por capacidad	Subla nguage/Term inology
Building systems: floor diaphragms, lateral- force distribution to shear walls	construcción de sistemas: diafragmas de piso, distribución a muros de corte	sistemas de construcción: diafragmas de piso, distribución a muros de corte	Subla nguage/Term inology

In my capacity as Program Director	En mi capacidad de director del programa	Como director del programa	Subla nguage/Term inology
International Human Rights Law	Derecho internacional de los Derechos Humanos	Derecho Internacional Humanitario	Subla nguage/Term inology
Title of Masters in	Título de Maestría en	Grado de Maestría en	Subla nguage/Term inology
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
no less than one hour	no menos de una hora	más de una hora	Subla nguage/Term inology
Additional comments:	The translation is inaccurate; it seems to have been chosen to avoid a double negative.		

In witness thereof	En testigo de lo cual	En evidencia de lo cual	Sublanguage/Terminology
My commission expires	Mi comisión expira	Mi cargo vence	Sublanguage/Terminology
FACULTY	FACULTAD	CUERPO DOCENTE	Sublanguage/Terminology
WE MAKE KNOWN AND ATTEST THAT	HACEMOS SABER Y ATESTIGUAMOS	INFORMAMOS Y CERTIFICAMOS	Sublanguage/Terminology
WE SUBSCRIBE OUR NAMES AND AFFIX THE SEAL OF OUR UNIVERSITY	SUSCRIBIMOS NUESTROS NOMBRES Y APLICAMOS EL SELLO DE NUESTRA UNIVERSIDAD	SUSCRIBIMOS NUESTROS NOMBRES E IMPONEMOS EL SELLO DE NUESTRA UNIVERSIDAD	Sublanguage/Terminology

ORIGINAL	TRANSLATION	REVISION	ERROR CATEGORY
Técnico laboral por competencias	Work Technician By Competencies	Ability-based Certified Technician	Language/Idiom
El acto fue presidido por:	The act was chaired by:	The ceremony was chaired by:	Sublanguage/Terminology
Memorandum of Understanding	Memorandum de Acuerdo	Memorando de Entendimiento	Sublanguage/Terminology
(hereinafter referred to as “xxxx”)	(llamado desde ahora “xxxx”)	(que en adelante denominará “xxxx”)	Language/Idiom
a one-for-one exchange of students from each university	un intercambio individual de	un intercambio de estudiantes de cada	Language/Idiom

	estudiantes de cada universidad	universidad en proporción uno a uno	
without regard to race	sin importar su raza	sin distinción de raza	Language/Idiom
ORIGINAL	TRANSLATION	REVISION	ERROR CATEGORY
The home institution will screen its applicants for the exchange	La institución de origen debe investigar a quienes hagan una solicitud de intercambio	La institución de origen deberá hacer una revisión previa de los aspirantes al intercambio	Transfer/Accuracy
restricted enrolment programs	programas de matrícula restringida	inscripción limitada	Sublanguage/Terminology

International Human Rights Law	estudiante de investigación en posgrado	estudiante de posgrado en modalidad de investigación	Subla nguage/Term inology
appropriate assistance in matters of health, language and local custom	proveerá asistencia adecuada en salud, Idioma y costumbres locales	asistencia adecuada en cuestiones de salud, lengua y costumbres locales	Trans fer/Accuracy
Modular structure and module credit ratings and levels	La estructura de materias y calificaciones y niveles de créditos de materias	La estructura de cursos y asignación de créditos y niveles de los cursos	Trans fer/Accuracy
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
They will not be required to pay any tuition or other fees	No se les exigirá el pago de	No se les exigirá el pago de	Langu age/Idiom

	ninguna matrícula u otros costos	matrícula u otros costos	
ensure that the study proceeds according to a reasonable schematic plan	asegurar que el estudio proceda de acuerdo con un plan esquemático	asegurar que los estudios procedan de acuerdo con un plan esquemático	Langu age/Idiom
Rubber insulated sheathed cable	Cable revestido de caucho aislado	Cable aislado con revestimiento de caucho	Subla nguage/Term inology
cores stranded around a center filler common covering extruded TPO filling compound	núcleos hilados en torno a un centro de relleno de cubierta	conductores trenzados alrededor de un centro con cubierta	Subla nguage/Term inology
Marks approval	Certificado de Aptitud	Certificado de Cumplimiento	Subla nguage/Term inology

Entiendo muy bien	I understand full well	I fully understand	Language/Tailoring
ORIGINAL	TRANSLATION	REVISION	ERROR CATEGORY
Revistas científicas	scientific magazines	scientific journals	Sublanguage/Terminology
Letter of Acceptance program Ms Kelly Melisa Castañeda Vanegas	Carta de aceptación al programa de doctorado de Kelly Melisa Castañeda Vanegas	Carta de admisión de Kelly Melisa Castañeda Vanegas al programa de doctorado	Language/Smoothness
[The PhD program] is conducted fully in English and will take four years.	[El programa] se da en inglés y toma cuatro años	[El programa] se dicta en inglés y tiene una	Language/Idiom

		duración de cuatro años	
	de que se disponga de suficientes recursos financieros	de que se le asignen recursos financieros suficientes	Langu age/Idiom
	contrato de empleo	contrato de trabajo	Langu age/Idiom
ORIGINAL	TRANSLATION	REVISION	ERROR CATEGORY
	nada en este documento podrá interpretarse como si tuviera la intención	nada de lo aquí expresado se podrá interpretar como si existiera la intención	Langu age/Idiom, Language/Mechanics

	Azúcar mascabado orgánico	Azúcar integral orgánico	Langu age/Idiom
In 25 k. polyethylene bags	En 25 000 bolsas de polietileno	En bolsas de polietileno de 25 kg	Trans fer/Accuracy
	Si alguna provisión inválida, no ejecutable o ilegal de este Contrato sería inválida	Si alguna disposición inválida, no ejecutable o ilegal de este Contrato se convirtiera en válida	Subla nguage/Term inology (provisión), Language/Sm oothness
Issues:	- double conditional avoided (si sería.. de ser... entonces)		
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY

	Civil status:	Marrital status:	Subla nguage/Term inology
Issues:	Typo was left in the revision.		
	REQUIRES NELATON 14 FR SOUND 6 DAILY	REQUIRES 6 14 FR NELATON PROBES PER DAY	Trans fer/Accuracy
	URINARY TRACT ULTRASOUND	URINARY ULTRA- SONOGRAPHY	Subla nguage/Term inology
	REGIONAL DIRECTION NORTHWEST - ANTIOQUIA BRANCH OFFICE MEDELLÍN OFFICE	NORTHWE ST REGIONAL OFFICE - ANTIOQUIA BRANCH MEDELLÍN DISTRICT	Langu age/Idiom

ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
	ATTORNEY GENERAL'S OFFICE SECTION 12-	ATTORNE Y GENERAL'S OFFICE / 12th PROSECUTOR'S OFFICE	Subla nguage/Term inology
	PATIENTS clinical conditions	PATIENT' S SITUATION clinical conditions	Subla nguage/Term inology
	characterize population knowledge on breast cancer, attitudes towards, and	characterize informed and traditional knowledge on breast cancer, as	Langu age/Smoothn ess

	practices for its early detection	well as attitudes, and practices for its early detection	
	simple random sampling from home addresses provided by the City Planning Office	via simple random sampling using housing addresses provided by the Secretariat for City Planning	Language/Tai loring
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
	In women from 30 to 49 years old	In 30 to 49 years old women	Language/Sm oothness

	<p>82%, 14% and 68 % knew about breast self exams, clinical breast exams, and mammographies respectively</p>	<p>82 % of them knew what breast cancer self-examination was, 14 % knew what clinical breast cancer exams were, and 68 % knew what a mammography was</p>	<p>Language/Tailoring</p>
	<p>while they reached 62, 10 and 63 % in women from 50 to 69 years old</p>	<p>On the contrary, in 50 to 69 years old women, percentages for the same criteria were 62 %, 10 %, and 63 %, respectively</p>	<p>Language/Smoothness</p>

ORIGINAL	TRANSLATION	REVISION	ERROR CATEGORY
	71,9 % of the respondents from 30 to 49 years old and 67,1 % of women from 50 to 69 years old had performed a breast self exam	71.9 % of the 39 to 49 years old respondents, as well as 67.1 % of 50 to 69 years old women had already performed breast self-examination	Language/Smoothness, Sublanguage/Terminology
	which may support an increase in knowledge on this type of cancer and motivate the practice of its detection	which may favor an strengthening of knowledge about this type of cancer and engage women in involving themselves in procedures for its detection	Transfer/Accuracy, Language/Smoothness

<p>Additional comments:</p>	<p>Improvement in phrasing, including the noun "women" to make it more explicit, and expansion on "practice of its detection".</p> <p>Replacement of a word lead to the error "an strenghtening", likely due to the "select word" function on word processors and time issues.</p>		
<p>ORIGINAL</p>	<p>TRANSLATION</p>	<p>REVISION</p>	<p>ERROR CATEGORY</p>
	<p>Work capacity in people over 50 years of age, in a reintegration process</p>	<p>Work capacity in people being over 50 years old, in the process of reincorporation</p>	<p>Language/Smoothness, Sublanguage/Terminology</p>
	<p>and possible nocive effects on their users and practitioners of agroecology</p>	<p>their possible effects on their users and</p>	<p>Transfer/Accuracy</p>

		agroecology practitioners' health	
La vereda de San Cristóbal	the district of San Cristóbal	the village of San Cristóbal	Trans fer/Accuracy
	cross-sectional study. 40 agricultural laborers underwent a measurement of this biomarker	Cross- sectional study in which a sample of 40 farmers was measured to see the presence of this biomarker	Language/Sm oothness, Sublanguage/ Terminology
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
	The measurement was related to demographic information	The measurement was then compared to demographic information	Transfer/Acc uracy

	cross-sectional study through a survey	Cross-sectional study using a survey	Language/Idiom
	City Planning Office	Secretariat for City Planning	Sublanguage/Terminology
Additional comments:	Expansion in order to avoid awkward phrasing		
	prevention or a timely treatment of cancer	cancer prevention or its timely treatment	Transfer/Accuracy
	had performed a breast self exam	had already performed breast self-examination	Sublanguage/Terminology
Additional comments:	Terminology issue in "termination" and expansion of an adverb for context		

ORIGINAL	TRANSLATION	REVISION	ERROR CATEGORY
	Only 39,2 % of women from 50 to 69 years old had gotten a mammography	Only 39.2 % of 50 to 69 years old women, had had a mammography	Language/Idiom
Additional comments:	Number format issues (there is a hard space after the number now), Idiom phrasing (had had). There is now a comma interrupting the sentence.		
Exitosamente	Successfully	Successfull y	Language/Mechanics
Estudiante de Maestría en Física	Graduate student in Physics	Graduate student of the Master's in Physics	Language/Idiom

En Acto de Certificación efectuado	verified its terms and gave their approval.	verified its terms and granted their approval.	Subla nguage/Term inology
Artículo único	Single Article	Sole Article	
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
El acto fue presidido	The Act was conducted	The Act was chaired	Subla nguage/Term inology
Registrado el 28 de Abril	Entered on April 28	Registered on April 28	Subla nguage/Term inology
Registrar	Notario público	Registrador	Termi nology
Secretary of State	Secretaría de Estado	El Estado de Michigan	Langu age/Tailoring

Kingston, Ontario [eng]	Kingston, Ontario [spa]	Kingston, Ontario, Canadá	Langu age/Tailoring
Profesional universitario, Temporal,	Graduate Professional, Tempor ary	Temporary Graduate Professional	Langu age/Idiom
Grado 02	Degree 02	2nd Degree	Langu age/Idiom
adscrito a	affiliated with	affiliated to	Langu age/Mechani cs
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
Grupo Equipo Técnico de Apoyo	Technical team of Subregional Support	Technical Subregional Support team	Langu age/Idiom

Desarrollar las acciones pertinentes	To develop the pertinent actions	To develop the appropriate actions	Langu age/Idiom
Letter of Acceptance	Carta de aceptación	Carta de admisión	Subla nguage/Term inology
[The program] is conducted fully in English	[El programa] se da en inglés	[El programa] se dicta en inglés	Langu age/Idiom
[The program] will take four years	[El programa] toma cuatro años	[El programa] tiene una duración de cuatro años	Langu age/Idiom
her grant application to Colciencias	su presentación a beca a Corferias	su presentación a la beca de Colciencias	Langu age/Idiom

and the allocation of sufficient financial resources	y de que se disponga de suficientes recursos financieros	y de que se le asignen recursos financieros suficientes	Transfer/Accuracy
ORIGINAL	TRANSLATION	REVISION	ERROR CATEGORY
Lunes a viernes	Monday to Friday	Monday through Friday	Transfer/Accuracy
Juanes lleva un mensaje de amor en el primer álbum visual de la música latina	Juanes delivers a message of love in the first visual album in latin american music	Juanes carries a message of love on Latin Music's First Visual Album	Language/Idiom
"Mis Planes Son Amarte" está compuesto por 12 canciones	"Mis Planes Son Amarte" is composed of 12 songs	"Mis Planes Son Amarte" consists of 12 songs	Language/Idiom

co- producidas por sus compatriotas colombianos	and co- produced by his Colombian compatriots	co-produced by his fellow Colombians	Langu age/Idiom
"Bull Nene" Cano en la composición	"Bull Nene" Cano in lyrics writing	of "Bull Nene" Cano writing the lyrics	Langu age/Idiom
su primera canción original en inglés	his first song originally written in English	his first original song written in English	Trans fer/Accuracy
ORIGINAL	TRANSLATI ON	REVISION	ERR OR CATEGORY
que dieron origen a este álbum visual	and gave rise to this visual album.	and resulted in this visual album.	Langu age/Idiom
la cual goza de amplio reconocimiento	who enjoys wide recognition	who has wide recognition	Langu age/Idiom

Resolución	Resolution	Statute	Terminology
El señor(a)	Mr./Mrs.	Mrs.	Language/Idiom
[ID] de Medellín	[ID] from Medellin	[ID] issued in Medellín	Sublanguage/Terminology
extensión	extension	outreach	Terminology

The information obtained from these errors is to be used in the next segment. The final tally is:

Language/Mechanics	
Sublanguage/Terminology	2
Language/Idiom	0
Transfer/Accuracy	3
Language/Tailoring	
Language/Smoothness	0

4 DATA ANALYSIS

The analysis of the data was performed according to Mossop's definition of revision and error classification.

From the corpus, a few characteristics stand out and allow for interpretation of the revisers' intent. To begin with, the presence of Accuracy errors (meaning, semantic errors caused by misunderstanding of the original) shows that the revisers do not rely on the target text and their own ability to detect abnormal constructions. Instead, at the very least they must have taken a cursory look at the original and compared it to the target text in some degree. Accuracy errors such as wrong dates, for instance, could possibly have gone undetected if the reviser had not used the original as well.

Most of the errors found in revisions were related to the Sublanguage/Terminology and Idiom categories (44 and 30, respectively). In other words, most problems in the translations for the internship were found to be related to terminology and appropriate phrasing. A few errors were found in Smoothness (related to organization of the sentence) and accuracy. When performing in sworn and technical translation, the intern is more likely to be weak in terminology and appropriate phrasing, both issues related to lack of experience in the field, and more likely to have little trouble with spelling and grammar. From this information, a brief profile of the intern as a translator can already be created, which might be helpful for revisers, as they will be aware of what to look for.

As for errors missed by the revisers, three were found in the sample, all related to punctuation and typological errors.

4.1 SUBLANGUAGE/TERMINOLOGY

Errors in this category were almost exclusively related to terminology, especially in technical documentation. The document that had the most problems in this area was a compilation of abstracts for scientific articles, which included a fair amount of terms in a variety of languages, as well as several terminology errors that appeared throughout the translation work.

4.2 LANGUAGE/IDIOM

Errors in the Idiom category (for instance, specific phrasing employed in the translation of diplomas and other legal documents) tend to be related to commonly used formulae or natural structures. For instance:

knowledge of breast cancer || breast cancer knowledge

While both forms are understandable in normal English, the revised form is preferred in technical documents which is why it required a revision.

Most errors in the Idiom category were of this nature: sentences that could have been phrased differently, more in line with language conventions.

4.3 LANGUAGE/MECHANICS

Most grammar mistakes and errors were fixed, but a few grammar errors appeared in the revision. Assuming that the revisers did not have problems with delivering their work on time, as reported by the Coordinator, this displays lack of focus on this category, which implies that the revisers were looking for a different category of error to improve on.

5 OPPORTUNITIES FOR GROWTH AND WORK

After the internship, one aspect of translation that could be improved upon by either the Agency itself or by their contractors is documentation. The intern incurred in various mistakes related to problems with terminology and reformulation of sentences to achieve a language more akin to what is usually seen in parallel texts both in technical and legal documents. A possible answer to this problem would be to give the translators more experience. However, said experience should not be acquired through simple, repetitive work: not only does it take too long, but it becomes redundant if every new translator has to go through the same errors. It requires feedback from revisers and customers, as well as careful comparison of parallel texts.

6 RECOMMENDATIONS

6.1 General recommendations

From this exercise, it has become clear that the study of revision procedures can be highly beneficial to translators, not only for their eventual role of revisers, but for work on translation drafts as well. Being aware of the kind of work a reviser is likely to perform on one's text can help the translator produce drafts of a higher quality and in turn make the process more efficient.

An issue that arose was an excess of trust in the revisers on the part of the translator, which lead to less polish on phrasing and ignoring certain terminology issues. This issue is also expected by Mossop (2014, p. 118): "One of the well-known dangers of putting every text through a full revision by a senior translator is that, subconsciously (and sometimes consciously), juniors do not take responsibility for their own work." This issue was made evident with grammar errors, which are much easier to detect on a unilingual reading of the text; projects with bad grammar would often present more errors overall.

6.2 Recommendations for the agency

Given that some revisions handled commonly used formulae, it might be in the interest of the Agency to create a style guide intended to cover translation of legal documents as widely as possible. There is a style guide intended for revisers, which focuses on punctuation, grammar, which is not given to translators at the moment and which could be

helpful in avoiding the most common pitfalls. This is not indicative of the Agency distrusting translators, however, but rather of the trust they place on independence of action. Still, a style guide would reduce times and effort on the part of revisers.

A glossary of common terms would be the ideal answer to the problem of terminology, but an analysis of the most common terms that are still obscure enough for the translator not to be able to find on their own might be a longer term goal.

7 CONCLUSIONS

After having completed an internship for the Universidad de Antioquia (Colombia) as a translator with no previous formal experience – though having finished formal training – I can see many areas that require improvement in my own work and some in the Agency itself. Revision is the process that elevates translation to professional status, whether it is performed by the translator or by a reviser.

The specific objectives laid down for the start of this document were not completely reached, mainly because what differentiates procedures in Robert's classification is the sequence of actions. While the action of checking the ST can be made obvious in expressions that might have been left if the reviser had only checked the TT, there is no way to discover which action took place first. The only assertion that has some basis is that the revisers made use of the ST often to assess a specific term/sentence.

The evaluation of revisions showed that in the Agency, revisers do manage priorities (as evidenced by random typological errors that were not checked), focusing on nouns and accuracy first and foremost. Whether this is the case in other types of translation (or at the very least when translation is not sworn and official in character) remains to be seen.

It can be speculated that revisers simply focused on those areas because they were more relevant in this specific case; however, the fact that typological errors appeared after revisions still shows that they were considered to be less important than other kinds of errors.

Another important feature of revision that was found during the internship is the sheer amount of pre-made sentences used in legal translation; leaving aside fixed sentences of the

type used in contracts and agreements, some structures that have a number of possible translations are always transcribed the same way to maintain consistency through all texts commissioned to the Agency. Intertextual consistency is very high in priority, which in turn suggests the existence of a style guide. This guide does not seem to be used by translators, though it is used by revisers; standardizing and training translators in its use could improve efficiency in the process.

Furthermore, it has become obvious that creating personal style guides is also extremely useful for a freelance translator in order to lessen research times, especially when dealing with topics where great amounts of unfamiliar expressions and vocabulary are used. A reference document of any kind can be helpful due to the sheer amounts of information diluting the relevance or urgency of specific aspects of revision that the translator must take into account.

7.1 Future work

While the specific objectives were only partially reached, valuable information was derived from analyzing the translation-revision procedure. Given that this instance was particularly restrictive in terms of typology and characteristics due to the nature of the translated work, results were constrained as well; analysis of a revision in different fields of translation for official purposes- advertising, law, technical, testimony - is sure to require attention on other areas, such as the neglected suprasegmental aspect of translation.

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