14. Revising the Work of Others

No passion in the world is equal to the passion to alter someone else's text. (H.G. Wells)

When revising others, you may have two different functions. You will always have a business function: preparing the text for delivery to the client, and perhaps writing performance appraisals for the personnel department. In addition, you may have a training function: showing people where their strengths and weaknesses lie, and advising them on how to improve. In both functions, interpersonal relationships are very important.

The great danger when revising others is to treat the task as similar to self-revision. In self-revision, you naturally feel free to change your own wordings. But when revising others, you have to be more careful, even if the person you are revising will never see your changes. That is because you are wasting time (and money) if you keep substituting what *you* would have written for what the other person has written.

These days, revising translations which you did not produce yourself may mean several different things. It may, as in the past, mean revising work done by contractors or by colleagues, but it may also mean revising the output of Machine Translation, or revising passages in your own translations which consist of wordings inserted from a Translation Memory database that contains translations done by others. In the first part of this chapter, the focus will be on the interpersonal aspect of revising translations prepared by colleagues or contractors. We'll then look briefly at Memory and MT.

14.1 Relations with revisees

When you are assigned to revise the work of others, you may be in one of a number of different situations:

(1) The person you are revising (the revisee) is a colleague at your own rank, or another freelance. You are revising each other's work.
(2) The revisee is an employee at a lower rank. If he or she is a new employee, you may be responsible for on-job training.
(3) The revisee is a student on a practicum whom you are training.
(4) The revisees are members of a team translation project which you are heading. They are each contributing to a single text, and you are ensuring the unity of the final product.
(5) The revisee is a contractor.

In situation (1), you will give the revisee your suggested changes and perhaps have a discussion about them. The revisee may or may not accept your revisions. The translator, not the reviser, bears the ultimate responsible for the quality of the translation.

In situations (2) and (3), the revisee has no choice but to accept your changes, though your employer may require you to always discuss the revisions (as part of your training function) and perhaps try to come to an agreement. However you have the final say, because you – not the translator – are the one with responsibility for the quality of the translation.

In situation (4), some members of the team may be colleagues at your level, but if there are disagreements, someone has to make final decisions, and that someone is you.

In situation (5), you may simply revise the translation and then send it out, not informing the contractor of changes you have made unless they complain about a financial penalty. Some organizations, however, strongly encourage their revisers to provide feedback to contractors. Such feedback will help eliminate future errors arising from the fact that contractors inevitably have less familiarity with the client (they are in the same position in that respect as new staff translators).

The interpersonal aspect of revising others makes it quite different from self-revision. During self-revision, making unnecessary changes merely wastes time. When revising others, such changes will in addition create difficult interpersonal relationships. Assuming that the revisees take pride in their work, they will probably not be pleased if their drafts come back to them with vast numbers of changes. To ensure no unnecessary displeasure on their part, you must be more careful about unwarranted changes than you are when self-revising.

To avoid unwarranted changes, one thing you must do is recognize the validity of approaches to translation other than your own. For example, different translators tend to work at different points on the literal-free scale. There is a certain acceptable range, recognized by professional organizations and by translating organizations. It is important not to unconsciously define acceptability in terms of your own habits with respect to this range.

Many translators tend to favour superordinate words: they will write ‘take’ when the source text has a more specific verb. That may be perfectly acceptable; don’t rush to change it to ‘grab’, ‘snatch’ or ‘seize’. A few translators tend to do the opposite: write ‘grab’, ‘snatch’ or ‘seize’ even though the source text has a general word. That too will often be perfectly acceptable, since English tends to like specificity in verbs of motion. This illustrates an important difference between revising others and self-revision: in self-revision, you might want to stop and change a general term to a specific one if it occurs to you; it’s your work after all. But when revising others, the situation is quite different: it’s someone else’s work, and you must respect their approach unless the word they have used could mislead the reader about the intent of the source text.

Another way to avoid unwarranted changes is to bear in mind, when you start a job, that the translator knows more about this particular text than you do. If you come across a wording that strikes you as odd, especially near the beginning of the text, you should consider that the translator may have had a good reason for that wording, a reason which is not yet apparent to you because you have not yet advanced very far into the text. The translator may also have consulted the client, the author or a subject-matter expert about the passage, or the translation may be based on some documentary source with which you are unfamiliar. It's a good idea to have new translators write marginal notes indicating their reference sources, so that you do not end up repeating their research. And when experienced translators are quality-controlling each other's work, they can anticipate which passages may cause the quality controller puzzlement, and either indicate the source or simply use an agreed symbol such as a check-mark next to such passages.

You may find revision more difficult if the translator tends to translate quite freely compared to you. Generally, it is easier to do a comparative re-reading of a close translation, because it is easier to coordinate the two texts with your eye. However, that is not a reason to encourage a free translator to adopt a closer approach. The translator is working for the client and reader, not for you. Each person must be left to find the approach that suits them, within the range generally recognized as acceptable.

Don't rush to impose your own interpretation of a passage. Bear in mind the inherent vagueness of language. For example, the source text may contain one of those words which is more general in meaning than any word in the target language. A more specific target-language word must be used, and the translator has selected one possibility. You would have selected another, but really when you think about it (and it is important to think about it when revising others), the context allows for both interpretations.

Another point to bear in mind is that the translator is a qualified writer just like you. It is important not to impose any personal linguistic preferences: perhaps you tend to write 'keep in mind' rather than 'bear in mind', but that is not a reason to change the translator's 'bear in mind'; there's no difference in meaning or style between these two expressions. Also, avoid getting the reputation of being a linguistic fussbudget: perhaps you don't like so-called 'split infinitives' but they are in fact perfectly grammatical and acceptable. More generally, it is important to make language and style changes only when these are warranted by the communicative goal. Revisers have often been seen in a bad light because they have attempted to impose a single absolute notion of language quality based on literary tradition. In professional translation today (at least as far as work into English is concerned), there can be no place for the notion of a single, universally applicable language standard. You must operate with a multiplicity of standards corresponding to differing communicative purposes.

If one of your functions is to train the revisee, then a good way to avoid ruffling feathers is to make a visual distinction between necessary changes and suggestions. For suggestions, use a pencil or a different colour of ink, and instead of crossing out the draft translation, simply write the suggestion above it. If revising on screen, place suggestions in a Comment box. The suggestions will show revisees how a problem might have been better handled, or just differently handled, without labelling their work as 'wrong'.

Something else you can try if you have a training function, and the text is reasonably short, is to sit with the translator and have him/her read the translation aloud while you follow along in the source text, making comments and suggesting changes as you go.

A final way to avoid unwarranted change is to ask yourself the question: can I justify this change? A good rule of thumb is that you should be able to justify nine out of ten changes by reference to some authority (e.g. a dictionary), or by invoking some specific category of error (e.g. wrong level of language) or principle of translation (e.g. "it's not sufficient to include the same points as the source text; you have to have the same focus") or instruction from the client ("use these terms"). "It sounds better my way" is not a satisfactory explanation for a change you have made (unless the problem really is a matter of euphony!). Notice that by justification is meant not a reason for the proposed new wording but *a reason for making a change in the first place.*

Why nine out of ten instead of ten? The answer is time constraints. For example, the translator has written 'cropland' and you would need to do research to determine whether this is right. You are certain, however, that 'farmland' would be correct. If the deadline is looming, you may not have time to do the research or ask the translator why 'cropland' was chosen. You will then have to make the change to 'farmland', even though 'cropland' may well be perfectly acceptable.

Justification of changes is important not only to avoid unnecessary changes but also to win the respect of those you revise. If you can explain why you made your changes, you will be seen as someone the revisees can learn from; if you cannot, you will be seen in a negative light, as arbitrary, authoritarian or worse.

In order to justify your changes, you will need a set of categories and a vocabulary for talking about translation. You could start with the parameters of Chapter 10 ('not smooth', 'not the right sub-language for this field'), and then make up more specific categories if you need them. You may find it difficult to explain changes if you do not have a knowledge of basic translation theory. Also, if grammatical instruction was not part of the curriculum when you studied your mother tongue at school, you may be at loss to explain certain language-related changes you have made.

All these cautions should be especially kept in mind by anyone new to revising others. The main mistake new revisers make is over-revising, not under-revising. And of course, the more revisions you make, the greater the risk that you will introduce errors, and make the translation worse. Revisers would do well to adopt as their motto "First, do no harm"! Your default revision action should always be to do nothing. (This is not to say that under-revising is never a problem. A desire to get to the end of a long and dreary text may lead you to overlook wordings which you really should change.)

Even if you take precautions to minimize changes, and even if you give reasons for your changes, there will inevitably still be cases where the translator just does not agree with you. Sometimes this is just an inability to accept correction – a stubbornness which new translators must get over if they are to succeed. However if the translator has a good counter-argument, and time is available, you might try submitting the dispute to a third party. If the dispute is over the meaning of the source text, the third party could be a native speaker of the source language, such as a colleague who works in the opposite direction (from your target language into your source language). If time is not available, just point out the practical realities: time is pressing and someone has to decide; it may be that you are wrong and the translator is right, but given your greater experience, the opposite is more likely. If it does turn out that you were wrong, don't conceal this fact. The same applies if you are discussing a change you want to make and you suddenly realize that the translator is right after all. Admit this immediately. Most people will think more highly of someone who admits mistakes, and they will then be more open to accepting criticism of their work.

One way to reconcile junior translators to revision is by occasionally asking them to revise the work of senior translators. This creates an appreciation for the difficulties of revising, and it shows that everyone makes mistakes. It's also an excellent way to learn about the fields with which the translation unit deals, the translation strategies appropriate to the unit's clients, and the tricks senior translators have acquired.

While newly hired translators must learn to accept revision, it is important not to create a dependency. You do not want translators to think "I don't need to bother checking this point because the reviser will figure it out" or "There's no point making stylistic changes because the reviser will just make a different set of changes." To avoid such a situation, it's important to identify, as soon as possible, one or more types of text which the translator does well, and announce that these texts will no longer be revised (unless there has been a specific request from the client to do so). If you go on revising every text, long past the time where this is really necessary, that will be seriously demotivating for the translator.

In larger organizations, junior translators are often annoyed when they are assigned to a new reviser, and the new reviser makes very different kinds of changes. The United Nations (2004) translation service conducted a study which found much greater than expected differences among revisers. Ideally, revisers will attend workshops where participants revise a translation together, and differences in approach are ironed out.

If you have a training function, you need to keep in mind two distinct tasks as you revise the translator's work: preparing the translation for the client and training the translator. The two functions call for a different attitude toward error. In preparing a translation for delivery, an error is just something that needs to be corrected. For training purposes, however, you will also want to consider matters that are completely irrelevant when preparing a text for delivery:

- The type of error. Which types of error is the translator most prone to?
- The cause of error. What can the translator do to avoid such errors in the future?

The remainder of this chapter will be concerned with these two issues: diagnosis of a translator's strengths and weaknesses, and advising juniors and trainees on steps they might take to improve.

14.2 Diagnosis

For purposes of delivery to the client, there is no reason to assign an error to a particular category. For training purposes, however, some sort of categorization is needed in order to formulate the translator's strengths and weaknesses.

Organizations that have a need to evaluate (translation schools, professional associations that test translators and so on) have developed classifications of errors and corresponding terminologies. However, no standard terms are in use by revisers themselves, in the English-speaking world at any rate. Individual revisers simply devise their own ways of talking about draft translations.

To prepare yourself to give oral or written assessments of someone's work, it is perhaps best not to start with a long list of error types. The main purpose of such an assessment is to identify the main areas of strength and weakness. Decide whether the translator's problems are mainly with Transfer or mainly with Language, and then go into more detail, using the parameters of Chapter 10. Here are two sample diagnoses, as they might appear in a formal appraisal addressed to personnel managers. Each identifies a main strength and a main weakness, and then adds a couple of other points.

> Her drafts read well but tend to be full of minor departures from the meaning of the source text. The formatting is sometimes inconsistent, and she keeps forgetting to use the client's special terminology.
>
> His drafts are accurate but there are too many un-English turns of phrase. Also, the connection between sentences isn't always clear, and he sometimes skips over parts of sentences.

The first translator is strong on Smoothness, but weak on Accuracy, and there are some problems with Layout and Sub-language. The second translator is strong on Accuracy, but weak on Idiom, and there are problems with Smoothness and Completeness.

In formulating a diagnosis of a particular translation for discussion with the translator, avoid quantitative statements. It is not very helpful to tell someone that their draft translation had 3 omissions, 6 unidiomatic word combinations, 2 mistakes in number agreement and 11 minor mistranslations. Some of these mistakes may be accidental – the product of momentary inattention rather than a symptom of an underlying problem in the translator's methodology. The question is not how many mistakes the translator made, but what general areas they need to work on. Perhaps the minor mistranslations are not so important but the lack of idiomaticity is egregious and needs immediate attention.

Diagnosing a translator's problem areas is not easy. Not all revisers are good at it. Perhaps it ought to be a qualification for anyone applying for a reviser position that will have a training function.

14.3 Advice

It is all very well to point out someone's mistakes in a particular text, or to provide a general diagnosis of their weaknesses; it is certainly useful for junior translators to be aware that they are making certain kinds of mistakes. But there is not much point in them merely resolving to 'do something about it'. The main problem for juniors is not *that* they made mistakes, but *why.* What was it that led to the mistakes being made in the first place? A good training reviser should try to point out possible causes, and then give suggestions about how to avoid that type of mistake in future.

In keeping with the topic of this book, we'll look briefly at advice that touches on the translator's self-revision process, leaving aside advice about research and other matters.

Some of the common problems of junior translators are easily remedied. If there are frequent omissions of a paragraph, a sentence or a point in a list, the translator should get into the habit of counting paragraphs, sentences and listed points. The methodological sources of many problems, however, may not be so clear; what goes on in a translator's mind remains more or less a mystery.

One possible way you may be able to help is by ascertaining the translator's work procedures. Junior translators have often not yet developed an order of operations that will help them avoid error (see Chapter 12). For example, suppose the problem is lack of Idiomaticity. This problem can be tackled in two ways: avoid writing unidiomatic wordings in the first place; or notice unidiomatic wordings once they are present. Now many new translators claim that they do indeed read their translations over without looking at the source text; in theory, this should reveal unidiomatic passages, especially if the translator is a native speaker of the target language. If this is apparently not working, then the effort should focus on the original composing stage. Perhaps the translator should attend less to Accuracy at this stage, and more to Language. If they focus on composing a good sentence, and don't worry too much about Completeness and Accuracy, then they will have less need to keep looking back at the source text, and hence it is less likely that the source-text wording will negatively influence the translation. In this approach, Accuracy and Completeness can be checked during the post-drafting phase.

If a translator has a problem with speed, it may be that they are wasting time by making many pointless changes during the original drafting of the translation. Suggest that they try Steamrolling through the draft, not stopping to make changes. Checking and correcting/improving will then be concentrated in the post-drafting phase. The translator may also find it easier during the post-drafting phase to identify the weaknesses of the translation, especially in the areas of Logic and Smoothness, because a continuous text is now available in the target language.

If the translator is a student trainee, it is especially important to give advice about self-revision procedure. Since assignments at translation schools are typically rather short, the practicum may be the student's first encounter with the problems of checking a lengthy text.

14.4 Revision of machine translation output

Increasingly, machines are among the 'others' whose work must be revised. MT output differs from human output in that it tends to contain repeated occurrences of linguistic errors of a type human translators would not make. Correcting these errors is an annoying, repetitive task, though one which it may be possible to semi-automate.

Human revision of MT output is called post-editing (human editing of MT *in*put, known as *pre*-editing, is discussed briefly at the end of this section). The European Commission's translation service awards contracts to private-sector translators for post-editing. According to a bulletin for freelances published by the service in 1999, "a post-edited text must be intelligible. Cohesion and readability are welcome but not absolutely necessary. ...The client has to weigh up the advantages of a fast service against the possible risk of lower quality." Here lower quality is ethical because the service makes sure clients are aware of what they are getting. Texts produced in this way bear the disclaimer "rapidly revised machine translation".

The work of a post-editor differs from that of a reviser of human translations in that revision most typically aims at publication quality (and frequently at information quality, occasionally at polished quality but hardly ever at mere intelligibility), whereas post-editing typically aims at intelligibility (and frequently at information quality, only occasionally at publication quality, practically never at polished quality)(see Chapter 11.2 on these distinctions).

When I ran the French expression "Habileté à écouter et à comprendre afin de recevoir et répondre aux demandes des traducteurs et des clients" through one online MT program, the output read:

> Skill to listen and include/understand in order to receive and answer at the requests of the translators and the customers.

Here the reviser's task – making the translation intelligible – can be accomplished by deleting the words 'at' and 'include/' (the program was unable to 'decide' which of two common meanings of the French verb 'comprendre' – 'include' and 'understand' – was contextually relevant). A more acceptable translation would read 'ability to… respond to requests from translators and clients', but these additional changes are not needed to make the text intelligible.

A second MT program offered:

> Ability to listen and understand in order to receive and respond to requests for translators and customers

Here the problem is not creating intelligibility but correcting a gross mistranslation: it's requests *from* translators and customers. This of course requires looking at the source text, but many of the errors in MT output can be corrected without looking at the source:

> Skill is needed to motivate staff, staff positions, promote the work of team,…

can easily be revised to

> Skill is needed to motivate employees, staff positions, promote team work, …

MT output is of considerable interest for revisers because it poses the twin questions of intelligibility and rapidity in making changes. It suggests the question: How, with the fewest possible keyboard operations, can I achieve at least the low end of the readability/clarity scale? Consider this passage about what happens after a government accidentally overpays or underpays a beneficiary of a social programme:

> Recipients will be notified of any amounts being paid or claimed to them.

The first inclination of a reviser (short of completely retranslating the sentence) will be to fix the sequence 'claimed to'. The reviser will likely analyze the problem in terms of the common error of conjoining two words that require different prepositional complements. The corrected version might then be:

> Recipients will be notified of any amounts being paid to or claimed from them.

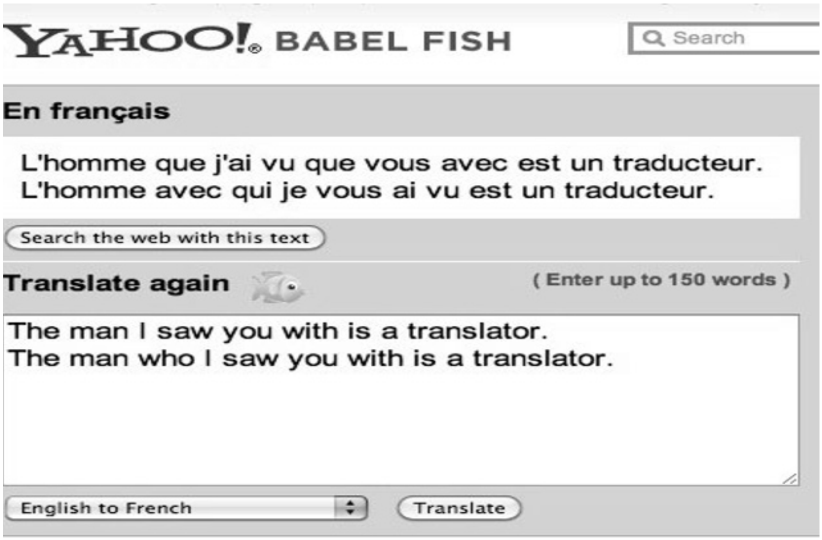
This wording could be achieved in two ways: add 'to' after 'paid', then move the cursor to the 'to' following 'claimed', delete it, and add 'from'; or more simply, delete 'or claimed to' and add 'to or claimed from'. However the fastest solution is simple deletion of the last two words in the machine output:

> Recipients will be notified of any amounts being paid or claimed.

Now, depending on how the preceding sentences are worded, it may or may not be immediately obvious that it is the recipients – not some other party – who will either receive more money or be asked to return money. The sentence will probably be correctly understood, albeit with some effort.

In some translation workplaces, the errors in MT output are reduced by pre-editing the input. Generally speaking, MT programs produce better results if the grammatical structures of the source text are clear. For example, many programs will do better with English source texts if all the relative clauses are clearly marked. Thus the pre-editor will change 'the man I saw you with is a translator' to 'the man who(m) I saw you with is a translator'. When I submitted the first of these sentences to the MT system at babelfish.yahoo.com, and requested a French translation, the result was gibberish, whereas when I submitted the second, the result was a correct translation. Similarly, when I asked Google

Translate for a French translation of 'heavy duty oil bath air cleaners', the result was incomprehensible, but when I pre-edited to 'heavy-duty air cleaners of the oil bath type' (inserting a hyphen and explicating the relationship of 'oil bath' to the rest of the expression), the result was intelligible. (If you try this yourself, you may get a different result: by the time you do it, a good translation of 'heavy duty oil bath air cleaners' may have become available to Google Translate, which bases its output on an analysis of what it can find on the Web at the moment you ask for a translation.)



Portion of a machine translation website showing the effects of pre-editing

14.5 Revision of Translation Memory output

Some translators use Translation Memory software, with the result that wordings from other people's translations are inserted into their draft translations. These insertions ought to be checked during self-revision, but in addition, the second translator who is revising the text needs to pay special attention to the wordings that result from the use of Memory technology.

When a text for translation is run through the TM program, each sentence is compared to a database of existing translations, usually by many different translators. If the sentence to be translated matches a sentence in the database to a certain specifiable degree (say an 80% match or better), one of two things happens: (1) the corresponding sentence in the target language is automatically inserted from the database into the text being translated, replacing the source-language sentence, so that the text-to-be-translated becomes a combination of sentences in the source language and sentences in the target language, or (2) the corresponding sentence in the target language appears in a separate box on screen and the translator decides whether or not to insert it in the translation. In either case, inserted wordings need to be examined and often adjusted, either to make the meaning conform to that of the source text or to make the inserted chunk fit into the surrounding target-language text.

Apart from the very real possibility of mistranslations in the database, sentences written by a great many other people, each in a different style, may have been inserted into the translation, and revision may be needed to create an even style from sentence to sentence. Also, as already mentioned in Chapter 7.3, the different people whose sentences have been inserted from Memory into the present translation may not have used the same terminology and phraseology, and the translator will need to create some consistency. Finally, the inserted sentence may not cohere with the previous and following sentences. Consider this sequence:

> At 1403Z, the crew declared an emergency because of an engine problem and requested clearance to return to Montreal. It landed without incident at 1249Z.

The second sentence was inserted by Memory. Doubtless the word ‘it’ made sense in the text from which this sentence was taken. However now, ‘it’ has no antecedent and needs to be replaced by ‘the aircraft’. In addition, in the text from which the second sentence was taken, the aircraft landed at 12:49 pm Greenwich time. Obviously that cannot be the case here, since the emergency was not declared until 2:03 pm. The time of landing will need to be taken from the source text presently being translated, but this will only happen if the translator or reviser notices the problem.

These problems of accuracy, cohesion, style and consistency have been created by the advent of Memory. Like all technologies, Memory solves some problems but creates others. Because it operates sentence-by-sentence, it has the effect of focusing attention at sentence level. The translator may then neglect problems of inter-sentence coordination (and also may not consider the possibility of splitting or combining sentences).

If the software finds a large number of matches in its database, and these are inserted in place of the source language sentences, then translating becomes a kind of revision task since the translator is mostly examining and adjusting the inserted wordings rather than composing his or her own sentences. Even when there are a smaller number of matches, translating ceases to be a more or less continuous process of reading a bit of source text and then composing a bit of the translation. Instead, one has to keep stopping the read-compose process to revise wordings inserted from the Memory.

In a few translation workplaces, sentences not found in the Memory at the required level of matching (e.g. 80% or better) are run through a Machine Translation program, so that the translator is presented with a text that is entirely in the target language. Translation then ceases to involve any composing work unless the machine output is completely useless; it becomes a pure revision task.

When you are revising other people’s Memory-assisted translations, you should bear in mind the psychology that stems from this technology. The translator may have been tempted to use a sentence proposed by the Memory simply because it was there. Using an existence sentence is less time-consuming than creating a new one, and there is some evidence that translators tend to accept wordings inserted by Memory without noticing and correcting errors. Matches which are marked "100%" are especially problematic because they may well look like accurate translations at first glance, but closer inspection (if such an inspection is made!) not infrequently reveals departures from the meaning of the source text.

If a translation is to be published, both the accuracy and the writing quality that results from frequent use of sentences from a Memory may well not be good enough, and more revision effort will be required.

Practice

The texts used for exercises during workshops on revising others should be ones that require no research (except in dictionaries or other wordbooks). That way, participants can focus on the problems of revision and not be distracted by the need to carry out conceptual and terminological research. Workshop leaders should set time limits that will encourage participants to keep moving through a text rather than get fixated on specific points. Also, if they cannot think of a replacement wording, they should simply underline the problem expression.

Exercise 1. Receive from the workshop or course leader a draft translation with handwritten revisions, along with a statement of the brief (the intended user and use), and the source text. Answer the following questions:

(a) Was each change needed? If so, is the revision a good one?
(b) If the revision is a good one, how would you justify it? (To justify, participants could refer to general translation principles or to a copy of the parameter list in Chapter 10.)
(b) Have any errors been missed?
(c) Have any errors been introduced?

If doing this exercise in a group, half the group could be given one brief (e.g. translation is for publication) and half another (e.g. translation is for the information of a committee).

See Appendix 4 for a sample unilingual re-reading with corrections and commentary.

Exercise 2. Receive a draft translation, the source text and a statement of the brief. Diagnose the *main* problem with the translation in terms of the parameters of Chapter 10. If working in small groups, each group receives a different translation of the same text. The instructor modifies the text ahead of time so that a particular class of problem (e.g. accuracy, idiomaticity, smoothness) is most frequent.

Exercise 3. Receive a draft translation, the source text and a statement of the brief. Revise the draft for training purposes. Using one colour, make changes necessary to achieve the goals of the brief. Using another colour, make changes to show the imagined trainee other or better solutions. Each participant presents a sentence to the group.

Exercise 4. Participants receive the draft translation of a text and the brief, but not the source text. They divide into groups and each group revises for a different set of parameters. For example, one group might revise for Tailoring and Smoothness, another for Idiom and Mechanics, another for Logic and Facts. A representative of each group presents its revision to the other participants.

Exercise 5. Participants receive an overly close translation of a poorly written source text, along with the source text and brief. They work individually at revising the draft for 10 minutes. Then they decide, as a group, whether it is worth continuing. Would it be better to retranslate?

Further reading

(See the References list near the end of the book for details on these publications.)

Sedon-Strutt (1990).
Qualifications of revisers: Hansen (2009a and b).
Translation memory and revision: Christensen and Schjoldager (2010); García (2008).
Post-editing: Guerberof (2009); Guzmán (2007); Vasconcellos (1987).