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Self-revision and other-revision as part of translation competence in translator training

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Abstract

There are no doubts that the interconnections between translation competence and revision competence are constantly increasing and contribute to better coherence of the translated product. Other-revision may be developed and made use of as a competence on its own. Self-revision is always part of translation competence.

The study is based on students' attitudes towards self-revision and other-revision. Before starting the revision training in practical translation courses, a survey was conducted to determine students' attitudes towards the process of revision, the benefits of self- and other-revision training and the forms of such training thereof. The study also followed a research design where a semi-structured interview protocol was employed to find out the students' attitudes to self-revision and other revision competences including possible modifications to be made in the translated text and skills required. The findings reveal students' opinions and experiences acquired in translation courses at a higher education institution in terms of the revision process and student attitudes prevailing.

Studying these questions may provide helpful theoretical and practical implications about the use and benefit of revision-related activities in translation classes.

Key words: self-revision, other-revision, revision competence, translator training.

Introduction

Revision is an important part of translator competence. The European Quality Standard for Translation Services 17100 (2015) states that self-revision procedure should not be overlooked in the translation process. Revision may be analysed from two angles where a translator is trained to do the revision of a text translated by another translator or to revise their own translated texts. The former procedure is known as other-revision, and the latter as self-revision. Both competences are equally important and require attention within the translator's curriculum (Mossop, 2011; Kelly, 2010; Robert, 2017). Although interconnections between the translation competence and the revision competence are constantly

increasing and contribute to better coherence of the translated product, other-revision may be developed and made use of as a competence on its own, and self-revision is always part of translation competence.

The aim of this study was to determine the significance of other-revision and self-revision in the translator's competence as viewed by students majoring in translation studies as well as the change in students' perceptions towards the reviser's job. Therefore, students' attitudes towards self-revision and other-revision were analysed by conducting a survey before a practical translation course where the revision competence development was also taken into account with the goal to find out whether students see self-revision and other-revision as an important competence to have, how they perceive the benefits of such a competence and to what extent this competence should be trained within the translator curriculum or left for acquisition in professional career. A semi-structured interview was employed after the practical translation course to reconstruct other-revision and self-revision instances occurring in translation assignments with special attention paid to the aspects to be considered when revising the translated text and resources employed in the process of revision. To the best of our knowledge, this is the first study to address revision competence in the Lithuanian language as part of the translator training.

Theoretical implications

As Schaffner (2012) argues, in translator training, "the translation competence involves more than a competence using two languages" (p. 31). In this way, traditional approaches towards the translation competence are questioned. The translation competence is becoming a much broader concept with the revision competence being a significant component. For this reason, many scholars support the idea of revision competence training (Biel, 2011; Rassmusen & Schjoldager, 2011; Declercq, 2014; Hansen, 2009; Ipsen & Dam, 2016; Murphy, 2013). As noted by Declercq (2014), the revision competence shares various subcompetences with the translation competence.

Hansen (2009) defines revision as a competence which "requires additional skills, abilities and attitudes, and/or enhanced level of competence in certain areas" (p. 274), which is in line with Mossop's (1992) description of revision where he states that the skill of justifying changes is vital for a translation student in order to acquire the revision competence, which highlights revising skills rather than retranslation.

In this study, the revision competence is considered as the translator's competence to perform self-revision and other-revision. Mossop (2011) defines self-revision as the revision by the original translator. Other-revision may be two-fold: revision by a second translator or revision by a non-translator. In certain

cases, it may involve the monolingual revision of the translated text only, while in other cases the target text may be compared with the source text (Scocchera, 2017). In this study, revision by a non-translator is not analysed due to the fact that the research is conducted with the purpose of testing the revision competence in the study programmes of translator training.

Self-revision

Different approaches to self-revision are maintained by translators. How they do revision is highly dependent on translator's personal preferences and/or text peculiarities. Some translators do not revise at all after they translate the text fully because they put much effort to the translation process of a particular text refining each sentence until near perfection. Meanwhile, others first make a draft translation and then focus a lot on self-revising until the text is complete and impeccable. There is also a possibility of constant updates and revisions while still in the process of translation. Some authors note that experience may play a role in assuming one or the other approach. Dimitrova (2005) found that translators with experience tended to make fewer changes than less experienced translators in the revision stage. Experienced translators concentrate more on issues related to the target language and pay little attention to accuracy (Dimitrova, 2005). Text peculiarities that could have input on self-revision may be the translator's awareness and understanding of a domain-specific text, its length and time frame for translation (Mossop, 2011). According to Shih (2013), two revision patterns exist: when a translator performs one or more checks resulting in substantial changes in the target text or one or two quick checks of the translated text.

Other revision

The term other-revision is sometimes interchangeably used with the term revision, which refers to the process when a person other than the translator corrects typographical, factual, logical, accuracy or other errors, if any, in order to improve the quality of the translated text (Ipsen & Dam, 2016). However, the term revision, as advocated by Robert et al. (2017), should not be used to refer to self-revision, but only to that performed by another translator. Although Mossop (2011, p. 137) argues that "revision by a second translator adds considerably to the cost of translation, and to the time required to complete a job" and sometimes for this reason may be skipped, currently such an approach is changing and there are fewer and fewer of such cases due to the ISO 17100 standard requirements for a translation service provider to ensure that the target language content is revised (2015).

Revision procedures and parameters

The studies that focus on revision procedures are still scarce although the revision competence is already considered to be one of the most vital competences for a professional translator to have. Not only are the resources on the topic limited, they do not represent one unified theoretical framework because they provide guidelines on revision procedures grounded on personal individual experience, revisers' opinion obtained through surveys, interviews, think-aloud protocols, or conducted experiments (Ipsen & Dam, 2016; Kunzli, 2007). For example, 5 types of revision procedures were identified by Brunette (2000): didactic, or formative, revision involving a comparison of the source text and the target text; translation quality assessment measuring the quality according to a certain checklist; quality control assuring compliance of the target text with the requirements set in advance; pragmatic revision involving the target text fine tuning by a reviser who is not familiar with the translation; and fresh look involving compliance the reader's expectations.

Although, different approaches towards revision procedures exist, what has been definitely agreed on by different scholars is the division of revision procedures as based on the monolingual and comparative or bilingual approaches (Robert, 2008; Mossop, 2007). In monolingual revision, the most important changes to be made seem to be related to language and logic with usually no reference to the original text; meanwhile, in comparative or bilingual revision, there should be a consistent reference to the source text, which seems to be a prolonged activity but may pay back in more accurate and complete, and thus higher quality, translation.

In any type, monolingual or bilingual, certain parameters of revision are to be taken into account. Mossop (2014) defines four major groups of revision parameters: transfer, content, language and presentation. In the transfer group, the parameters of accuracy and completeness are the means by which the translation of the source text is evaluated. Accuracy refers to the message of the source text and completeness refers to whether the message transferred is full and does not add or subtract anything. The content group includes parameters of logic and factual errors. Logic errors refer to either illogical translation or the source text being irrational when the translator chooses to follow the original text due to domain-specific incompetence. Factual errors occur when the translator introduces mistakes in data transference, which are not even noticed by the reader if left in the target text. The language parameters involve smoothness, sublanguage, tailoring, idiom and mechanics. Smoothness refers to errors in text cohesion, flow and readability. Tailoring takes into account the audience and the purpose of the text. Sublanguage is related to tailoring but focuses on the appropriate genre, field and terminological issues in the target text. The parameter

of idiom refers to the use and representation of formulaic target language. Mechanics refers to issues in grammar, spelling, punctuation as well as the house style. The last group of parameters – presentation – deals with aesthetic aspects of the translated text: layout, typography and organisation. Layout has to deal with spacing, margins, indentations, etc. Typography refers to fonts and formatting, and organisation to headings, page numbers, table of contents, etc. These twelve parameters defined by Mossop (2014) are so far most easily and universally applied in various studies on revision.

However, according to Allman (2008), not all parameters are necessarily present in each type of the revision. In monolingual revision, issues of accuracy and completeness may not be taken into consideration by a reviser. Depending on the requirements of a client for a particular translation, parameters of layout, typography or even organisation, i.e., presentation, may not be relevant. In different circumstances, different parameters may take priority by a reviser who should be able to choose appropriate revision parameters for a particular translated text and a particular situation. Therefore, translator training curriculum developers should consider the best ways and solutions for enhancement of the revision competence.

Revision procedures and parameters

In tertiary education, curriculum is based on the paradigm with prevalence on the learning centred approach resulting in competences acquired by students. The focus in studies on student-driven pedagogical approaches is crucial for a modern curriculum, as defined in various documents of the Bologna process (Rico, 2010). The current European standard for translator training is the European Master's in Translation competence framework for 2018-2024, which defines five main areas of competence, namely those related to language and culture, translation, technology, personal and interpersonal and service provision (2017). One of the important learning outcomes listed is related to graduates' know-how to "[c]heck, review and/or revise their own work and that of others according to standard or work-specific quality objectives" (p. 8). Coblis (2008) identifies the revision competence as one of the value added translation services among technical writing, localisation, translation into B or C languages and similar. The researcher argues that "such activities as technical writing, subtitling, software and web localisation, authorised translation and revision < ... > should be accounted for in the curriculum" (p. 138).

This means that the translator training curricula should include training of the revision competence. This competence may be trained in different ways. As noted by Robert et al. (2017), the curriculum may even include a revision course to prepare graduates with specific and generic competences. Hansen goes even

further to indicate that revision training should comprise at least 25% of translator training because, in fact, the revision competence and the translation competence are closely related but slightly different (Hansen, 2008, 2009). The assignments training the translation, and in turn revision, competence deeply depend on types of teaching and learning activities and how much they “reflect on team and group work, in-class and out-of-class activities, support and mentoring” (Kelly, 2010, p. 92). Therefore, in different social contexts, the curricula cannot follow one and the same content structure. Another crucial factor to lead to successful training is the student profile, i.e., students’ prior knowledge, personal features, learning approaches, expectations and motivation as well as the degree of homogeneity (Kelly, 2010). As noted by Huang (2018), working styles of students majoring in translation are also crucial for improvement of their acquired competences.

Methodological implications

Retrospective interviews were carried out approximately one week after the assignments in revision training as the aim of the interviews was not to make the students report on everything they did during the assignments based on the fact that typically students are only able to recall their thoughts immediately after doing the task (Christensen, 2011; Flanagan and Christensen, 2014) but rather evaluate the procedures of self-revision and other-revision. All the interviews were conducted in adherence to an interview protocol in order to obtain reliable data. The interviews with the subjects (n=17, aged 21-22 years old, 14 women and 3 men) were conducted in English, recorded, and transcribed. The subjects were third year students in a undergraduate translation study programme who had already had two practical courses on translation where they were trained revision procedures as well. They were all native speakers of the target language with English as their first foreign language. All of them had English language level C1 skills. During the practical translation courses, they were asked to do self-revision and other-revision of translated texts in their native language. Besides, a specialised course on revision training takes place in the third year. The interview questions and the interview procedure underwent the interview protocol refinement framework which supports the efforts to strengthen the reliability of interview protocols used for qualitative research and thereby contribute to improving the quality of data obtained from research interviews (Castillo-Montoya, 2016). The questions asked during the interview were related to revision training (namely, regarding attitudes towards the acquisition vs training of the competence at university studies), revision competence obtained (namely, regarding experience gained before the translation courses at university), and self-revision or other-revision (namely, regarding the assignments used to develop the competences and prior knowledge in the target language).

A survey was conducted with students on the parameters that are important in doing self-revision or other-revision. Closed type questions with a yes-no option for an answer were formulated. The survey was based on Uotila's (2017) suggested questions with reference to Mossop's (2014) proposed transfer, content, language and presentation groups of revision parameters (accuracy, completeness, logic, facts, smoothness, tailoring, sublanguage, idiom, mechanics, layout, typography and organisation). A yes-no answer possibility was chosen because students do not have a real life experience of translation yet and are only developing a revision competence.

Results and discussion

The survey's results were ranked according to students' opinion about the parameters taken into account in self-revision and other-revision. Figure 1 illustrates students' choices of parameters to be considered when doing self-revision.

All the students (100%) marked two parameters as the most significant: accuracy and one of the mechanics parameters representing grammar, spelling and punctuation. The latter parameter may have been chosen by all the respondents as important because in training translation into their native language aspects of grammar and punctuation are emphasised as very important. The parameters that received the lowest attention from the students were idiom (46%) and one of the text tailoring parameters representing reader's expectations (68%). The parameter of idiom refers to idiomatic and formulaic language elements; therefore, as the revision competence was trained on the target text in the native language, the parameter of idiom may not have been indicated so often because the students might take the text for granted when they do not see any clear mistakes standing out or they do not have enough experience in self-revision and do not clearly understand what aspects are most important. The fact that reader's expectations are not taken into account by all the students may be related to their insufficient training of the revision competence.

Other parameters that were less frequently indicated by the students as important in self-revision were related to facts (70%), smoothness as represented by clear understanding of the text upon its first reading (70%), sub-language (64%) and one of the mechanics parameters representing the house style (64%). Due to the lack of professional experience, students may not even know what kind of requirements are meant by the house style and, therefore, may not see the point in paying attention to the requirements, which is in contrast to the norms in professional translation. When translating for a client, house style requirements are a must to keep to. Other parameters were represented by the respondents' answers as follows: completeness as represented by omissions or additions

(94%), logic as represented by incoherence (94%) and logical sequence of ideas (94%), smoothness as represented by cohesion (88%), tailoring as represented by purpose-fitting translation (82%), layout (94%), typography as represented by correct fonts and formatting (82%) and organisation as represented by document logical structure (88%) and headings, page numbers, etc. (82%). In general, when the students think what they do during self-revision, all the parameters are present to a very high degree in their responses, except for the parameter of idiom and the reader's expectations. This may be due to the fact that they lack professional experience and revision competence training has not been finalised in their curriculum.

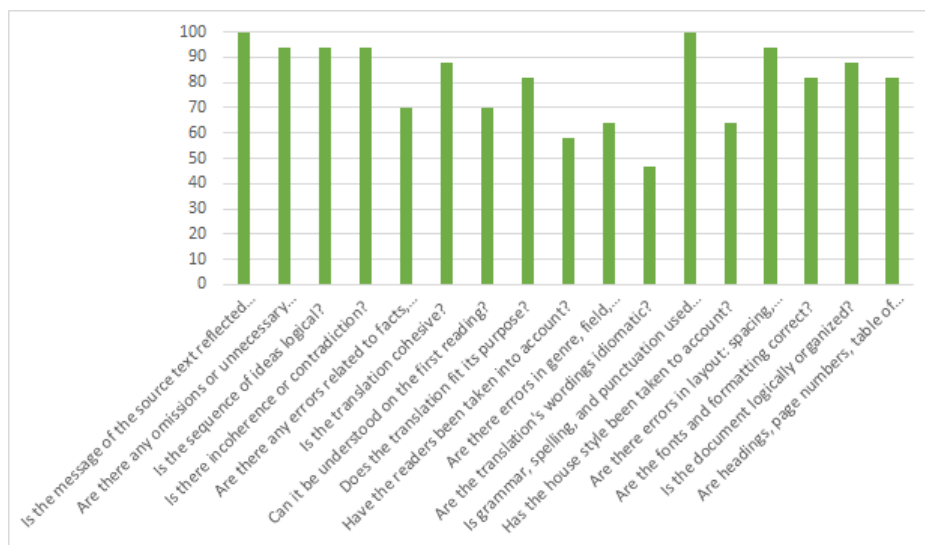


Fig. 1: Manifestations of revision parameters in self-revision

Figure 2 illustrates students' choices of parameters to be considered when doing other-revision. In general, the students agreed that many parameters were important in other-revision as well. One of the mechanics parameters representing grammar, spelling and punctuation was indicated by all the students (100%), like in the case of self-revision, which may result from the fact that the native language of the respondents is extremely formalised, there is an exclusive attention to the grammar and punctuation issues at a secondary school as well as university, and there is an extremely advocated language preservation policy in the country. Other parameters that students highly agreed upon were organisation as represented by headings, page numbers, etc. (100%), organisation as represented by logical

structure of the document (94%), layout (94%), sublanguage (94%), tailoring as represented by the purpose-fitting translation (94%) and logic as represented by logical sequence of ideas (94%) followed by lower scores given for accuracy (88%), completeness (88%), logic as represented by incoherence or contradiction (88%), smoothness (88%), idiom (76%), facts (70%), tailoring as represented by the reader's expectations (70%), and mechanics as represented by the house style (70%). The parameter of typography was marked by a smaller number of the respondents accounting for only 64%.

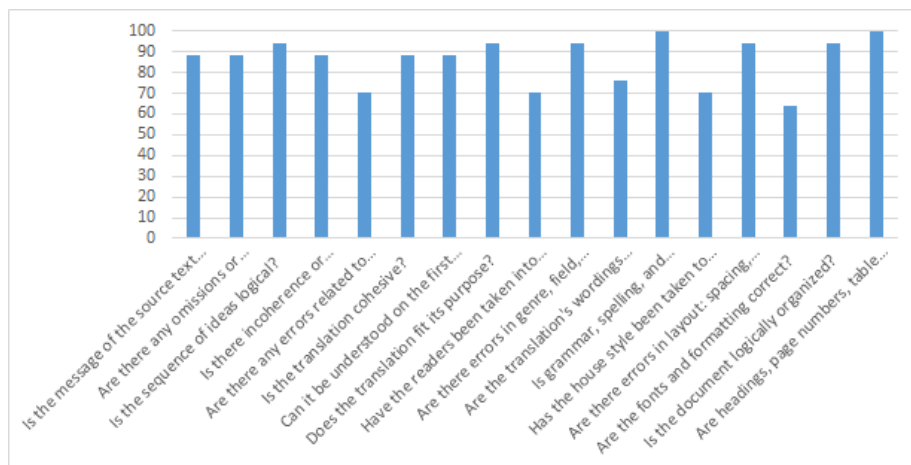


Figure 2. Manifestations of revision parameters in other-revision

The comparison of the parameters chosen by the students in self-revision and other-revision demonstrated the greatest gap in three parameters: idiom (47% in self-revision vs 76% in other-revision); sublanguage (64% in self-revision vs 94% in other-revision); and tailoring as represented by reader's expectations (58% in self-revision and 70% in other-revision). Of note is the fact that, in these three cases, the respondents marked the parameters more often when they thought about other-revision in comparison with self-revision. However, one more parameter which was assessed very much differently in self-revision and other-revision was typography (82% in self-revision and 64% in other-revision). This might be due to the fact that in other-revision the parameter of typography is not considered very important because students may not know the requirements for a particular text that they are revising. Overall, such discrepancies may result from the students' inexperience and lack of training in revision. Therefore, in the design process of the curriculum for translator training, special attention should be paid

not only to translation competence development, but also to an overall aim and objectives as outlined in many European standards for translation training and service provision.

This study is based on revision competence training in the native language, which may have an impact on the respondents' preferences in self-revision or other-revision. Since Lithuanian is a highly preserved language with an exclusive focus on language competence development in schools and universities, the students may have shown preferences for the parameters that are closely related to the linguistic and textual competence, rather than technical presentation parameters, like layout, organisation and typography. However, in a different culture and learning environment, the results of a similar survey may be more diverse depending on the existing linguistically-bound traditions.

During the interviews, the respondents were asked questions related to the benefits of revision training, to the ways how the revision competence may be obtained, and self-revision or other-revision. In terms of revision training, the students were asked whether they thought the revision competence was an advantage for a translator. The absolute majority of them mentioned that this competence was an advantage. They see the revision competence as crucial in ensuring that their translated text is high quality. Some students see revision as a competence allowing them to spot not only their own mistakes but also to identify mistakes made by other translators, as well as to acquire a greater skill of noticing details. A few students mentioned the competence of revision as an advantage for a translator to have in the employer's eyes. Doing revision opens more options for students to be good at, which means that they are more flexible in being able to choose other types of jobs than only translation. The revision competence was identified as a means to critically assess one's work. Overall, since revision assignments are given to students on a regular basis, they express no doubt that the revision competence is part of the translator's work and is a valuable asset for a translator to have.

When the students were asked whether they thought the revision competence could be trained at university or only be acquired through professional practice, the answers provided were very diverse. Some students noted that university training could allow them to acquire the revision competence. Other students thought that university training was not enough as translators could develop their own patterns of revision over time applying some theoretical guidelines. However, a number of students thought that most of this competence could be gained only through practice, e.g.,

Theoretical knowledge is also important and it should be combined together with the practical exercises.¹

It is possible, as the translator could develop their own method or pattern of revision over time. Some theoretical guidelines may be analysed as well; however, most of this competence would be gained through practice.

Since all the students had very minimal experience of translation outside the university (on the average up to 2 months), they emphasised the importance of theoretical background acquired by way of university training and thought that the knowledge on revision could be helpful when they had to choose the most effective revision patterns in their professional career.

As the greater majority of the respondents thought that the revision competence could be trained at least to some extent at university, they were asked to elaborate on the types of assignments for developing the competence. They provided different answers on how to train self-revision and other-revision. To train the self-revision competence, the students mainly noted the discussion with the peers and the teacher as well as getting more formal feedback from the teacher, e.g.,

It could be required to submit a self-revised version of your work after a group discussion with the teachers and students. Students could be required to discuss with the teacher the cases that required revision in their translations throughout the term and could keep a journal of the revisions or type of revisions.

Revising your own work during the lecture and at home. Some tasks could also involve revision of some particular mistakes while translating. Also, gathering your own translations and editing them after some time has passed.

To train other-revision, the students offered a number of types of assignments to be included into the curriculum, like exchanging translated texts to be revised by peers, doing tasks with particular mistakes, doing revision tasks in a group, e.g.,

Group revision ... teacher and students ... of someone's work and then peer revision, one person revises the other's work and vice-versa. Analysis of a revised and pre-revised work.

We can revise texts of our groupmates, give them feedback, and the teacher should check the revision afterwards.

Revising works of other people. Having tasks with particular mistakes, so you would pay more attention to them.

¹ The language of the extracts of the students' answers obtained in the interviews is original.

One of the facts to be noted here is the absence of trust in peer feedback. The students mainly see the teacher as the authority in final identification and correction of mistakes.

The students see self-revision and other-revision assignments as helpful, but in general they tend to keep to the opinion that one of the key factors in consolidating the revision competence is experience. Nonetheless, at the same time they realise that having this competence gives them an advantage in the eyes of employers.

The respondents were also asked to expand on the skills that were vital to self-revision and other-revision. On the one hand, as regards self-revision, they stressed language-related skills, like excellent knowledge of grammar, punctuation, vocabulary and the style how the text should be written. On the other hand, some of them mentioned the skills representing transferable applications, like concentration, research skills, critical thinking, etc., e.g.,

Critical thinking, language, grammar knowledge, editing tools knowledge (e.g., track changes), concentration, focus on small details, research skills, to know where to search for rules and examples.

Language competence, observation skills, you need to be self-critical, knowledge of grammar, ability to identify mistakes, attention to detail, distance yourself from your belief that you know everything, knowledge of functional styles.

... concentration, being objective, linguistic knowledge, IT skills ...

In relation to skills that are crucial for other-revision, the students demonstrated similar attitudes and provided identical answers in terms of the importance of source language and target language related skills. However, they also gave priority to interpersonal skills, e.g.,

Ability to defend your opinion, linguistic knowledge, ability to search for the best solution when communicating, teamwork skills are important.

Thus, in revision competence training at university, the curriculum should not only focus on the translation or linguistic competences, but also on a more profound development of transferable skills, since the students find them useful and valuable for their future career, especially in the instances when they have to deal with assessment of their peers. This finding could be noteworthy for future development of different courses in translator training, having in mind that employers also appreciate transferrable skills in professional environment as they lead to faster adaptation to working successfully in group projects, taking leadership, etc.

The last question asked was related to the students' understanding of the reviser's job before they were trained to do self-revision and other-revision in a

practical translation course taking into account their current experience and knowledge. Some students answered that there was no change in their understanding of what a reviser does and what aspects s/he should take into consideration, e.g.,

My idea of what a reviser does has not changed. A reviser looks through the text, regarding to both sentences and the whole text itself and searches for various mistakes and errors that could be fixed.

My opinion about the job of reviser was pretty much the same as it is now ...

The vast majority of the students highlighted that before the courses the main focus in the reviser's job in their understanding was on the sentence level, e.g.,

I thought that a reviser had to check for language and formatting errors mostly sentence by sentence rather than review the text as a whole.

I thought that a reviser mostly concentrates on grammatical mistakes, coherence, and sentence structure ... so all of the things you can correct without outside sources. But now I see that a reviser has to look outside the text quite often to check the factual information, terms and so on.

Some students noted the importance of taking the reader into account and seeing that the text fits its purpose, e.g.,

The initial idea of what reviser does stayed pretty much the same after the translation course, but I could say that some new tasks of a reviser came up that I didn't think about before, e.g., identification of a reader. We thought a reviser mostly focuses on grammatical, punctual errors. And the rest of mistakes are not as important. We think now a reviser is supposed to focus on a text as a whole instead of just dissecting the text sentence by sentence. Also, the reader should be taken in account. I thought a reviser mostly focuses on grammar, lexical, punctuation mistakes, errors, etc. And that the rest is not that much important. Now I think that a reviser is supposed to have his/her focus on a text as a whole instead of just picking and checking it sentence by sentence. Also, the reader should be taken into account.

A few students emphasised the importance of a correct transfer of cultural aspects from the source language to the target language, possible audience, overall flow and readability or fluency of the text, e.g.,

I thought that a reviser had to check for language and formatting errors mostly sentence by sentence rather than review the text as a whole. I think now that a reviser should review the text in its entirety, taking into account the possible audience, overall flow and

understandability of the text, as well as potential cultural aspects of both the source language and the target language.

To sum up, the analysis of the students' responses to interview questions demonstrated that they had a particular understanding of what revision means and what a reviser does even before they started training. However, it is clear from the majority of the answers that this understanding has changed over time, mostly due to different revision-related assignments in a practical translation course. It has to be noted that the competence of self-revision and other-revision is not difficult to develop throughout the study period, especially, when students understand the significance and possible added value of having such a competence for their successful future career. The current situation in the employment market requires the universities to adapt to challenges. Translators are not trained only to translate anymore. Apart from the linguistic, technological and translation competence, they need to acquire a number of other skills and competences. Intercultural, interpersonal, communicative, information mining and research, project management competences and other skills are no less important. Development of all these competences and skills presents a challenge for universities involved in translator training.

Concluding remarks

The translation competence and the revision competence are undoubtedly highly interconnected. This interdependence contributes to better coherence of the translated product. Although the number of studies in this field is increasing, no unified terminology or theoretical framework exists. Research-based know-how in the training of the revision competence is still under-developed. Although the training of this competence is supported by official documents like ISO17100 standard and EMT guidelines, its practical implementation into translator training curricula still faces challenges. In a university curriculum, the focus should be on the paradigm with prevalence on the learning centred approach resulting in competences acquired by students. The results of the conducted study reveal that students identify the revision competence as very beneficial for their successful future career. Their attitude towards training of the revision competence at university is generally positive, but they also tend to acknowledge that experience and practice are important factors in acquiring the full command of the competence.

However, the findings also demonstrate that students' awareness of the revision competence, which is being developed during university training, is mostly concentrated on language-related issues. In doing self-revision, most of the attention is paid to the sentence level, including punctuation, grammatical structures, wording, etc. This might be due to the fact that there is a strict language

preservation policy in Lithuania. Technical presentation parameters, like layout, organisation and typography, are not considered by students of paramount importance to the quality of a translated text being revised. In relation to the other-revision competence, students demonstrate similar attitudes, but they also emphasise the significance of interpersonal skills related to critical thinking, research and information mining, communication, i.e., to the skills representing transferrable applications. In a different culture and learning environment, the results of a similar study might be more diverse depending on the existing linguistically-bound traditions.

Therefore, further analysis of the revision competence in translator training might be beneficial as it may demonstrate most appropriate revising patterns that students might tend to choose in doing self- and other-revision. It is equally important to study similar aspects comparing novice and experienced translators, revision practices in countries with different cultural and linguistic traditions as well as make differentiations based on the gender or age. A longitudinal study of the same respondents as they continue their training at university and start working in professional setting might likewise provide helpful implications.

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