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*Un pont entre les cultures*



**XIX World Congress**  
International Federation of Translators  
*Bridging Cultures*

# PROCEEDINGS



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## EDITING STRATEGIES AS AN ESSENTIAL PART OF TRANSLATOR TRAINING

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Abstract: The present paper reveals the approach to training editing at the final stage of a translator training at university level. Editing skills are considered as part of translation competence. Peer editing classes have the advantage to stimulate the intrinsic motivation of the students and prove to be a very effective way to help students improve their translation competence.

### 1. INTRODUCTION

Alex & Goncalves see translation competence as "the sum of several sub-competences" and offer the following definition of this notion: "all the knowledge, abilities and strategies a successful translator masters and which will lead to an adequate performance of translation tasks" (Ref. 1). It is out of the scope of this article to give an account of all sub-competences or discuss the list of them which aimed at developing translation competence. We will focus on editing which is defined here as one of the concepts specific to translation assessment.

Editing and peer editing in particular is important to ensure the mechanical accuracy and preservation of the message content of translations. Peer editing in class not only enables students to easily navigate the revising and editing process but is a very effective way to help students improve their translation competence. It helps to avoid criticizing "bad translation", but to focus on the quality of a translation.

### I TERMINOLOGICAL ISSUES

According to the EN standard: "on completion of the initial translation, the translator shall check his/her own work". This process shall include checking that the meaning has been conveyed, that there are no omissions or errors and that the defined service specifications have been met. The translator shall make any necessary amendments (Ref. 2).

The idea of improving translation can be expressed in a number of terms: revision, self-revision, checking, re-reading, proofing, proofreading, editing, cross-reading, checking, reviewing etc. There is no unique opinion among the scholars and practitioners on this terminology and most of the terms are used as synonyms.

Setting the objective of this article we believe that the term *revision* can be identified as the most general and a broad one among the others whereas the other terms, including editing can be used as types of revision. To identify each type we have to answer who revises what, when, how, and why (Ref. 3).