

## Proofreading – Walkthrough

(Slide deck; printouts of Proofreading Exercise; white board recommended – 30 to 45 min.)

**Intro:** Let's talk about proofreading. As you know, checking is done 4 checking steps of the translation process, but the translation still needs further review and quality checks. (If you know the group is already in the print pipeline with WA, understand that this is an essential step for them.) **What are some other checking and review processes we have already talked about?** (Quality Assurance Guide, Reviewers' Guide, Spiritual Terms Evaluation)

- These quality reviews are done to make sure that the text clearly and consistently communicates the message of Scripture.
- Proofreading is done to make sure that things like punctuation and formatting are correct throughout the text, and to catch any last errors still present.
- Most errors found during proofreading are not present because of incorrect translation. The main translation will already be checked many times before proofreading! Instead, the errors found by proofreaders are usually small typing (or typographical) errors. It is far easier to see these last errors and to correct when with a print out of the translation, instead of looking only at a computer screen.
- Small typographical errors can affect the message indirectly. Consider these English examples:
  - Write “Call me Pat.” on the board and read it aloud. Ask what it means. (This means I want to be called by the name Pat.)
  - Next, add a comma after “me”—“Call me, Pat.” Ask if anyone knows how the comma changes the meaning in English. (It now means that I am asking a person named Pat to call me.)
  - Write: “I’m sorry I love you.” on the board and read it without a pause. Ask what this means. (To a native English speaker, this sounds like I regret loving another person.)
  - Now, add a period after “sorry”—“I’m sorry. I love you.” Ask if anyone knows how the period changes the English meaning. (Now this sounds like I am apologizing to a person I love.)

These are just a couple of examples in English where punctuation affects meaning. Just as voice inflection and facial expression can change the meaning of what is said aloud, in many languages small differences like this can change the meaning of what is written.

**Ask:** Can you think of an example in your language where punctuation, an accent mark, one different letter, or another small change in writing or printing could change the meaning of the words?

Correct punctuation, capitalization, accent marks, spelling, and formatting are all important to clearly communicate what the Scripture says. Because these kinds of errors often happen during typing, and because they look especially obvious in print,

corrections need to be done in this last stage before Bibles are printed and distributed. When a language community creates a finished translation that avoids these types of errors, others see that it has been done well and carefully.

*(If possible, put up the slide with these two examples of formatted text.)*

22 But the fruit OF the spirit is love joy) peace, patience, Kindness, goodness, Faith, gentleness, and selfcontrol against such things there is no law . 24 those who belong to christ Jesus have cRucified the flesh with its passionsa nd desires<sup>25</sup> If we live by the Spirit, let uS also walk” by thespirit?

<sup>22</sup> But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faith, <sup>23</sup> gentleness, and self-control; against such things there is no law. <sup>24</sup> Those who belong to Christ Jesus have crucified the flesh with its passions and desires. <sup>25</sup> If we live by the Spirit, let us also walk by the Spirit.

**Ask: What do you notice about these two examples? (Give people time to point out errors.) Would one of these examples be easier to read? If you received a printed Bible with the first example of text, would you have a different opinion of its quality than if you received it with the second example? Why or why not?**

**Explain:** Proofreading is an opportunity to find and correct typing errors in the text, as well as verse numbers in the Scripture. Each language has its own set of rules for punctuation and capitalization, and some languages may not have a fully developed set of rules yet. The translators will need to decide what format they will follow. The proofreader will make sure that the text follows the agreed-upon system consistently.

**Ask: Does your language have a set of rules for beginning and ending sentences? Does your language have rules about how to show that someone in the text is speaking? Does your language use capital and lowercase letters?**

These are some of the things a proofreader should notice and mark in the text, if they are incorrect.

Before proofreading, print a proofreading checklist for each proofreader to use. Here are some examples of categories to put on a checklist, based on English-language proofreading. Your language might have different or additional things to list:

*(Demonstrate this quickly with the slides. Each slide will show a good example first, and then a poor example. There is no slide for Spelling.)*

1. Proper number of verses. (The checklist will include how many verses are in each chapter.)
2. Chapter heading—correct number for the chapter of the book and consistent spacing around it.
3. Miscellaneous—there can be other errors in punctuation, capitalization, accent marks, or spacing.
4. Read through aloud checking for typing errors.

5. Endings of sentences—each one has end punctuation appropriate for the sentence type.
6. Beginnings of sentences—each one starts with a capital letter.
7. Pairs--Quotation marks, parentheses or brackets —each one has a partner. (Long quotations with multiple paragraphs have opening quotes at the beginning of each paragraph, but only final quotes at the end.)
8. Capitalization—names of people and places begin with a capital letter.
9. Spelling—incorrect spellings of common words should be corrected. (Proofreaders should check with the team for decisions on difficult word choices, or if the same word seems to be misspelled many times.)

**Explain:** The translation team will choose one to two proofreaders to proofread the entire NT. Proofreading requires a different kind of “looking” than other types of review. This process will get faster once proofreaders gain experience. Find 1-2 individuals within the translation team who care about details in printed material and notice them. Choose proofreaders who notice such things easily and who enjoy this kind of work. Each proofreader will need a Proofreading checklist which is available through the RD.

- Proofreaders should look at **one chapter at a time**.
- They should use the Proofreading Checklist to focus on **one category at a time**. Proofreading will not be as effective if proofreaders try to find many things at the same time.
- Proofreaders will most easily find these last little errors if they look at the text **in print** and make sure to **read it out loud**. This is very important. Proofreaders can read the translation out loud just to themselves, or they can have partners who can also listen and watch for errors as they read.
- When proofreaders find anything that should be fixed in the chapter, they should mark it or write it down.
- When a category has been checked throughout the chapter, proofreaders should mark the corresponding Checklist box to show that this category is completed.
- If proofreaders notice something other than what is on the checklist while looking through, they should write a note for the whole translation team. The team will make decisions on such changes.

**Explain:** A typist will need to make the corrections that the proofreaders found. Once proofreaders have completed their review of a whole book, the team typist must enter the necessary changes in BTT Writer. Then the corrections can be saved, and the text can be uploaded to WACS.

**Important:** *This practice must be prepared ahead of time if not training in English. Do not simply translate the exercise from English. It will not work. Instead, use the source language ULB and add deliberate errors for students to find.*

### **Exercise 1: Proofread a chapter using a prepared checklist**

*(Students should follow the instructions given in the Exercise to search for errors in a portion of Scripture. Using the English standards in this Walkthrough, students should circle errors they find in the Exercise. An “answer” sheet for the trainer only is included at the end of this walkthrough. Do NOT give students the ULB to use as a comparison. Errors should be found using only the categories in this lesson.)*

**To the instructor training in English:** Reassure participants that, if they are not native English speakers, some of these errors may be difficult to notice. Help them understand that anything they find is helpful, but it is not expected to be perfect. Ask participants to think as they work about what kinds of errors they commonly see when their own language is written or printed.

**Point out step 4, where they are instructed to read the text out loud.** Explain that they may be tempted to skip the rest of the steps, but they should NOT skip them.

**Once the time is done** for the exercise (allow about 15 minutes), have the participants share a few examples of the errors they found.

**To the instructor:** Let participants talk about what they found. Don't point out all of the errors. (The next two pages are for your own information, if needed for the discussion.)

#### **Ask:**

- 1. How hard was this exercise? What did you struggle with?**
- 2. Did you find a lot of errors or just a few?**
- 3. Did it make a difference when you read it out loud?**
- 4. If the errors you found got fixed, would it make it easier for readers to understand the text?**
- 5. Will a typist understand the way you marked the errors? What would be a good way to communicate corrections to a typist who will fix them in BTT Writer?**

**Confirm:** The participants understand what proofreading is and how to perform it. Proofreaders need a checklist for their own language standards. They understand that it is very important to read the translation out loud to check for errors. This final and systematic check of a printout will make their translation better.

## Mark 16 with errors highlighted

### Mark 16

<sup>1</sup> When the Sabbath day was over, Mary Magdalene, Mary the mother of James, and Salome bought spices that they might come and anoint Jesus' body. <sup>2</sup> Very early on the first day of the week, they went to the tomb when the sun had come up. They were saying to one another, Who will roll away the stone for us from the entrance to the tomb? <sup>4</sup> When they looked up, they saw that the stone had been rolled away, for it was very large. <sup>5</sup> They entered the tomb and saw a young man dressed in a white robe, sitting on the right side, and they were were alarmed. <sup>6</sup> He said to them, "Do not be alarmed. you seek Jesus, the nazarene, who was crucified. He is risen. He is not here. Look at the place where they had laid him. <sup>7</sup> But go, tell his disciples and Peter, 'He is going ahead of you to galilee. There you will see him,' just as he told you." <sup>8</sup> they went out and ran from the tomb; they were trembling and amazed. They said nothing to anyone because they were so afraid. <sup>9</sup> [Early on the first day of the week, after he arose, he appeared first to Marymagdalene, from whom he had cast out seven demons. <sup>10</sup> She went and and told those who were with him, while they were mourning and weeping. <sup>11</sup> They heard that he was alive and that he had been seen By her, but they did not believe

<sup>12</sup> After these things he appeared in a different form to to of them as they were walking out into the country. They went back and told the rest, but they did not believe them.

<sup>14</sup> Jesus later appeared to the eleven as they were reclining at the table, and he rebuked them for their unbelief and Hardness of heart, because they did not believe those who saw him after he rose from the dead. <sup>15</sup> He said to them, go into all the world, and preach the gospel to the entire creation? <sup>16</sup> He who believes and is baptized will be saved, and he who does not believe will be condemned. <sup>17</sup> These signs will go with those who believe: In my name they will cast out demons. they will speak in new languages. They will pick up snakes with their hands, and if they drink anything deadly, it will not hurt them. They will lay hands on the sick, and they will get get well"

<sup>19</sup> After the Lord Jesus had spoken to them, he was taken up into heaven and sat down at the right hand of god. The disciples left and preached everywhere, while the lord worked with them and confirmed the word by the signs that went with them

### **Further explanations of English exercise errors**

Verse 1: space missing after comma, capital M needed on Mary, apostrophe needed on Jesus'

Verse 2: capital needed on Very

Verse 3: (starts at "They were saying...") double quotes needed before Who, question mark needed before double quotes after tomb

Verse 4: lowercase needed on away, less space should be after period

Verse 5: delete one "were"

Verse 6: capital needed on You and Nazarene, exclamation point needed after risen

Verse 7: verse marker should be small and raised like others, capital needed on Galilee, no space should be between him and comma, double quotes as well as single quote needed at end

Verse 8: capital needed on They after verse marker, no space should be between afraid and period

Verse 9: should be less space after verse marker, bracket has no partner, should be a space after Mary, should be capital on Magdalene

Verse 10: verse marker should be a 10 and small and raised like others, there is an extra "and" (end and beginning of line), should be a period and space at end

Verse 11: by should be lowercase, period should be at end

Verse 12: too much space above verse, should be "to two of them" not "to to of them"

Verse 13: verse marker is missing (starts at "They went back")

Verse 14: should be capital on Jesus, space should be after comma instead of before it, hardness should all be lowercase

Verse 15: double quotes should be before capital Go, space should be after comma, should be period instead of question mark

Verse 16: "hewho" needs a space to be "he who"

Verse 17: capital needed on They to begin last sentence

Verse 18: verse marker is missing (starts at "They will pick up"), in first sentence space should be after period instead of before it, "get" is repeated (end and beginning of line), and in second sentence a period should go before double quotes

Verse 19: should be Jesus instead of jeSus, capital needed on God

Verse 20: verse marker is missing (starts at "The disciples left"), capital needed on Lord, period should be at end of sentence