



Accelerating Bible Translation

T3: Train the Trainer

Trainer Guide

For use with the 8-Step Bible translation process in
Church Owned Bible Translation projects.

Compiled by Wycliffe Associates to assist churches in completing Church Owned Bible Translation. Download or print this resource for free from bibleineverylanguage.org.

NOTE: Some of the tools and resources offered in this Guide are only available to our partners, while others are available for free download on our website,
bibleineverylanguage.org.

For questions or assistance with your translation training, please contact us through
bibleineverylanguage.org.

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We are so excited that you are preparing to engage in a Church Owned Bible Translation project! This Guide is designed to help you understand the principles and processes involved in Church Owned Bible translation, and to train leaders and/or translators in these concepts. May God bless your work!

Using this Guide

You will find the following sections within each chapter to help you study, plan, and present each lesson easily.

Objective: This box tells you the main goal(s) for what participants should know or be able to do after completing the chapter.

Core Concepts: This gives a basic outline of the main points of the chapter. It is helpful to review this just before teaching the lesson to keep your goals in mind. It is also helpful for memorizing the flow of the chapter, so that you can teach more naturally without looking too much at your Guide. Exercises are listed under the Core Concepts.

Key Verse: It is often inspiring to go over these verses at the beginning of each chapter, to remind participants how the concepts covered are founded in the Word of God. These verses are also printed at the beginning of each chapter of the Participant Workbook.

Lesson material: The main content of each chapter is on the left side of the page (not outlined). The text is generally written so that it *could* simply be read aloud to students; however, we encourage you to study the material beforehand and become familiar with it. This allows you to engage better by making eye contact with participants and only using the Guide as notes. Some important information is emphasized in bold.

The sections called “Teach Back” help you “confirm” that the “objectives” have been met. Having participants teach the material back will give you an opportunity to see how well participants understand the material, as well as to gauge how comfortable they are in sharing it with others. The better they understand, the better they will be able to communicate it. This is your goal, as you are training them to train others. In some cases, cultures with an authority gap may struggle to “teach” their teacher. Encourage them, as they are assuming a position of leadership and need to feel comfortable with that. However, if necessary, you can have them teach one another and just listen to their discussions. If they are not able to communicate the material well, review is needed until they can. This can be done during the same lesson, if time allows, or you may schedule another class to reinforce material. **Remember, leaders are not ready to teach translation methods to their translation team if they cannot successfully teach it to their peers.** Completion of this course does not include any kind of testing, so it is very important that you as the instructor can confirm that they understand the material well enough to teach it.

Teacher’s Notes: On the right-hand side of each page, there is a box of notes about procedures or extra information to help you, as the instructor, better understand the chapter. These notes help you plan how to lead participants through the material. They

should be read **before** teaching the chapter, but should not be read aloud during the class.

The very top of this column lists a suggested Time frame required to teach the chapter, the page number for the corresponding chapter in the Participant Workbook, and any Materials you will need. **If you choose not to use Workbooks for your team, each participant will need paper and a pen or pencil. Workbooks and slide decks can be downloaded from bibleineverylanguage.org.**

In the Teacher's Notes column, you will see thumbnail images of the slides, parallel to the content information they reinforce. When you reach content beside a new image, it is a good time to progress to the next slide on the screen.

You will also see a variety of notes to the teacher. These may include: the goal or purpose of a topic (such as the goal of a specific discussion question); instructions for you as the teacher (such as what to emphasize or avoid in a particular discussion); and suggestions that you can adjust to fit your group's needs (such as when to divide your group into smaller groups). Definitions for difficult words, or helpful synonyms, are also printed here for terms we have found difficult to teach. If participants understand the concepts without these synonyms or definitions, it is not necessary to use them.

Some notes give extra information about a complicated topic. If participants understand without this extra information, it is not necessary to go into these details during the class. However, if students have specific questions, this extra information may be helpful in answering their questions.

Confirm: This box, at the end of each chapter, gives you a reminder of your initial goals. It is best to skim over it as you prepare to close, and lead a discussion to review anything you don't feel comfortable that participants have fully grasped. If they still seem confused or hesitant about the material, review as time allows or schedule a review session.

Handouts: This section contains helpful resources for understanding and teaching the chapter. Some Handouts provide extra material for the instructor to review and reference as needed. Others are optional checklists the team may or may not choose to use for their translation. Many Handouts are reproductions of content that is also in the Participant Workbook. They are printed at the end of the Trainer's Guide chapters so that the trainer can have a copy of the same material the participants are looking at during their exercises, and so that the instructor will always have a blank copy to make copies from if needed. If you choose not to use Participant Workbooks for your team, you may simply make copies of the Handouts to provide the necessary Exercises for each chapter.

Some Handouts are needed to teach the chapter but are not included in the Participant Workbook (such as answers to be distributed after an Exercise). These Handout titles are printed in bold, and listed in the Materials section. This alerts you to any copies you may need to prepare **before** beginning the training.

Sequence of Chapters

Part 1 covers the concepts and skills translators need to carry out their translation project. Leaders will also want to be familiar with all this material, as they will be training their translators and helping them through the process. It contains Units 1 through 3

Unit 1 overviews the history and values of Wycliffe Associates (WA). If you are partnering with WA for your Bible translation project, these chapters will help your team understand the foundation of our work. We have all our partners (leaders and translators) sign a Statement of Faith (contained and explained in Chapter 2; the signature page is in Chapter 5, combined with the signature page for open-licensing).

Unit 2 explains church ownership of Bible translation. Here we explain the conviction that the local church (all the churches within each language group) is the best qualified body to lead Bible translation for that language, and has the right to do so. We also discuss the church's responsibility in the ownership role, and steps that are necessary to exercise that ownership, including the importance of open licensing for your translation. If you are partnering with Wycliffe Associates for your translation project, all leaders and translators must also sign an agreement to keep an open license for their work, explained in Chapter 5.

Unit 3 covers the theory and methods of Bible translation. Here, we emphasize that the goal should be a meaning-based translation in order to be clearly understood. We explain the step-by-step process in drafting, translation team checking, and doctrinal and community checking. These chapters build on one another and should be taught in order.

Part 2 is leadership training. It contains Units 4 and 5. These units cover important decisions your community must talk about. They also explain strategies for organizing the entire process and planning from the beginning for how to finish well. Leadership teams should go through these chapters before beginning to train their team's translators.

Unit 4 covers decisions that must be made by the target language community before they begin work and discusses how to plan for the best finished product for their community.

Unit 5 provides material to help you train your translators. This section goes into the details of why the 8-Step translation process works and the logistics of training, motivating, and grouping translators so that they reach their full potential. It also provides helpful checklists for the leadership team as they select and interview translators and as they carry out the translation process.

Part 3 contains **Unit 6** and provides training for the community refinement process. Refinement takes place after the translation is drafted and the team is preparing it to be published. Many teams prefer to train Part 3 at a second event, after they have finished about 75% of their drafting. This unit focuses on various tools we have developed for different stages of the process, where to find them, and how to use them.

Training Schedules

You may choose to go through this entire guide in order, especially if your participants are all on the leadership team. However, if you are training a translation team or a mix of leaders and heart language translators, you may choose to save some chapters for smaller sessions with your project leaders.

Many trainers with a mixed group find it very helpful (and inspiring for the translators) to alternate between training and actual translation practice. This allows the participants to immediately apply what they have learned and see the results of the 8-Step translation process.

As noted above, many teams (whether mixed or leadership only) prefer to save Part 3: Refinement Training for a separate event when their team is closer to publication.

Below are two sample schedules used by groups with mixed participants (leadership and heart language translators). Chapters not covered with the entire group were discussed with leaders separately. Notice in the second schedule that morning and evening sessions were provided to accommodate different work schedules of participants.

Schedule Sample 1:

8:00am to 8:30 am	WELCOME Devotion & Worship	Devotion & Worship	Devotion & Worship	Devotion & Worship	Devotion & Worship
8:30am to 10:00 am	Session 1 Introduction to Wycliffe Associates Statement of Faith COBT 4 Beliefs COBT 6 Behaviours Open Copyright Licence	Session 6 Review: Drafting and Checking Steps Devine Familial Terms Release Early Revise Often	Session 9 Refinement and Revision Resources Completion Timeline Strategies Cultural and Social Challenges	Session 10 Community Acceptance Scripture Accessibility Scripture Engagement	Session 11 Why COBT 8-Steps Work Sharing Bible Translation with Others
10:00 to 10:30	Morning Tea				
10:30 am to 12:00 pm	Session 2 Meaning-based Translation Quality Assessment	Session 7 Software Tools for Translation	Translation	Translation	Translation
12:00 to 1:00	Lunch				
1:00 pm to 3:00 pm	Session 4 8-Step Translation Process: Drafting Steps (1 - 4)	Translation	Translation	Translation	Translation
3:00 to 3:30	Afternoon Tea				
3:30 pm to 4:45 pm	Session 5 Checking Steps (5 - 8)	Translation	Translation	Translation	Session 12 Celebration & Worship
4:45 to 5:00	Close of Day Prayer				

T3 Trainer Guide

Introduction

Schedule Sample 2:

8:30 am to 9:00 am	WELCOME Devotion & Worship	Devotion & Worship	Devotion & Worship	Devotion & Worship	Devotion & Worship
9:00 am to 10:00 am	Session 1 Introduction to Wycliffe Associates Statement of Faith COBT 4 Beliefs COBT 6 Behaviours Open Copyright Licence	Session 6 Review: Drafting and Checking Steps - Matt Devine Familial Terms Release Early Revise Often	Session 9 Review: Drafting and Checking Steps Completion Timeline Strategies Cultural and Social Challenges	Session 10 Community Acceptance Scripture Accessibility Scripture Engagement	Session 11 Sharing Bible Translation with Others Why COBT 8-Steps Work
10:00 to 10:30	Morning tea				
10:30 am to 11:45 pm	Session 2 Release Early Revise Often Meaning-based Translation	Session 7 Software tools for Translation	Translation	Translation	Translation
11:45 pm to 1:00 pm	Session 3 Quality Assessment	Session 8 Software tools for Translation (cont.) Refinement and Revision Resources: Reviewers Guide	Translation	Translation	Translation
1:00 to 1:30	Lunch				
Afternoon Break/Work Commitments					
6:00 pm to 7:15 pm	Session 4 - Gill 8-Step Translation Process: Drafting Steps (1 - 4)	Translation	Translation	Translation	Translation
7:15 to 7:45	Evening Tea Break				
7:45 pm to 8:45 pm	Session 5 - Gill Checking Steps (5 - 8)	Translation	Translation	Translation	Session 12 Celebration & Worship
8:45 to 9:00	Close of Day Prayer				

Training Completion

You may want to keep track of the training each of your translators and leaders have received. This will help you as you add new members to your team. A checklist can help as you train individuals. The following **sample checklist** lists all training topics for leaders. If you are training several trainees, a chart can help you keep track of whether any trainees have missed sessions. The **sample chart** below lists the chapters of Parts 1 and 2 for translators.

Keep in mind that you may choose not to train everyone in all the topics. You can make notes about what your trainees understand, what they found difficult, and/or what they already have experience with to decide if they can skip training on a certain topic.

T3 Trainee Checklist: Translation and Leadership Training

Characteristics of a Translation

- Church Ownership explained and discussed (Ch. 3-4)
- Four Beliefs and Six Behaviors of COBT discussed and accepted (Ch. 3-4)
- Open Licensing (Ch. 5)
- Release Early – Revise often (Ch. 6)
- Statement of Faith (Ch. 2)

8-Step Translation Process

- Meaning based translation (Ch. 7)
- 8 Steps of translation (Ch. 8-9)

Quality Assessment

- Objective vs. Subjective Criteria Discussed (Ch. 10)
- Quality Assessment Rubric Understood (Ch. 10)
- Rubric made available for continued reference (Ch. 10)

Divine Familial Terms Training

- DFT explanation (Ch. 11)
- DFT Resource Document covered (Ch. 11)

Technical Training

- Assess which translation tool fits the needs of the local church. (Ch 15; Discuss with WA contact person before workshop)
- Demonstrate the appropriate technology (Ch. 14 or Tech Training)
- How to access Checking Resources like: Translation Words and Notes, etc. (Ch. 12)
- How to upload and access drafts (Ch. 14 and Tech Training)

Checking Resources Training

- Understand the purpose for and use of Checking Resources such as Words, Questions, Notes. (Ch. 12)
- Understand that the resources have been designed to help during the 4 checking steps of the COBT 8-Step process, rather than the drafting steps. (Ch. 8-9, 12)
- Practical application examples demonstrated (Ch. 12)

Refinement and Revision Resources Training

- Encourage Heart Language community feedback (Ch. 6, 12, 25)
- Explore Translation Topics, Reviewers' Guide, and Proofreading Checklist as resources (Ch. 11, 12, 26, 28)
- Quality Assessment Guide Checklist (Ch. 25)
- New Testament Survey Reviewers' Guide (Ch. 26)
- Spiritual Terms Evaluation Tool (Ch. 27)

Scripture Engagement

- Introduced to Scripture Engagement resources (Ch. 20)
- Overview Biblical Outcome Form (Ch. 20)
- Plan for Scripture Engagement outlined (Ch. 20)

Leadership Training

- Foundational Theories of the COBT 8-Step translation process (Ch. 22)
- Values Based Learning and ZPD (Ch. 23-24)

- Workshop Planning (Ch. 23)
- Team Skills Inventory (Ch. 24)

Completion Strategies

- Reasonable completion goal set (Ch. 16)
- Plan developed to reach completion goal (Ch. 16)

Cultural and Social Challenges

- Identify and discuss current challenges (Ch. 17)
- Address **acceptance** and **accessibility** of published translation (Ch. 18-19)

Publishing Options

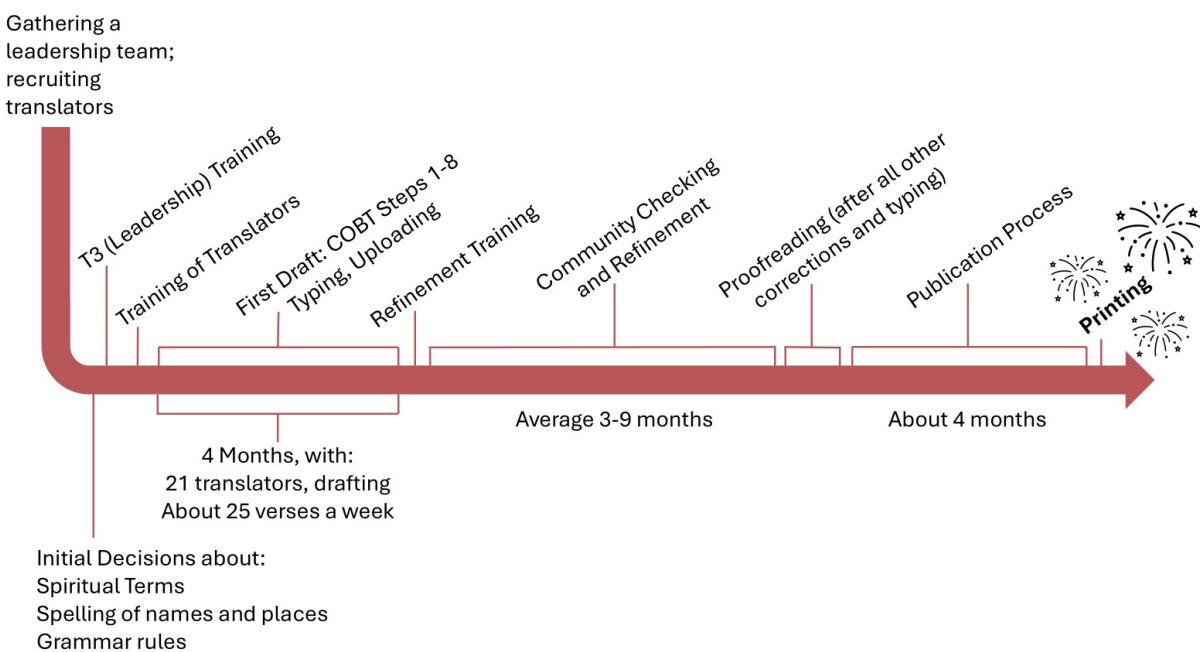
- Oral or Written translation (Ch. 15; discuss with WA contact person before workshop)
- Plan for printed accessibility, if desired (Ch. 19)
- Plan for Audio/ Oral accessibility, if desired (Ch. 19)

Team Training Chart for Parts 1 and 2: Translation and Leadership Training

Topic:	Introduction to WA	Statement of Faith	COBT Four Beliefs	COBT Six Behaviors	Open Copyright License	Release Early, Revise Often	Meaning-Based Translation	8-Step Drafting Steps (1-4)	8-Step Checking Steps (5-8)	Quality Assessment	Divine Familial Terms	Checking Resources	Planning for Consistency	Using BTT Writer	Before Translating	Completion Timeline Strategies	Cultural Considerations	Community Acceptance	Scripture Accessibility	Scripture Engagement	Sharing COBT with Others	Why COBT 8-Step Works	Workshop Planning	Building Teams, Harnessing Skills	
Chapter:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
Participant Name																									

Translation Project Schedule

A translation project has several stages. The timeline for completion is discussed in more detail in Chapter 15. This graph gives a basic overview of the major parts of the process, and a sample timeframe for each stage. You will want to keep these primary stages in mind as you plan your project.



Map of Topics and Resources in Each Chapter

Many teams do not need to cover every chapter or unit in their training. Trainers must decide what content to cover with their teams. The beginning of each chapter lists the core concepts covered in that chapter. This allows you to quickly see what a chapter covers. The following chart can also help you choose what your team needs and know where to find it. This chart provides an overview each chapter's core topics, as well as the Exercises and resources offered for each chapter.

Topics	Exercises	Resources
Chapter 1: Introduction to Wycliffe Associates		
Objective: Participants will understand Wycliffe Associates' background and vision and consider whether our vision matches their own goals.		
History of foreign Bible Translation	<u>Your Team's Vision</u>	
History of Wycliffe Associates		
8-Step Translation		
Native language translators		
Empowering local churches to translate		
Vision: "A Bible in Every Language"		

Topics	Exercises	Resources		
Chapter 2: Statement of Faith				
Objective: Each participant will understand the beliefs described in the statement of faith and agree to them in writing.				
Our core values come from the Bible		Statement of Faith		
Common ground for partnership				
Central, defining beliefs unite Christians				
Chapter 3: Church-Owned Bible Translation Four Beliefs				
Objective: Participants will understand and accept the four beliefs about COBT.				
Heart language churches are qualified to lead Bible Translation	<i>COBT 4 Beliefs Scenario Match</i>	COBT 4 Beliefs Scenario Match Exercise		
They have the ability, the authority, the responsibility, and accountability to translate				
“Church Ownership” refers to all the believers in a language community				
Chapter 4: Church-Owned Bible Translation Six Behaviors				
Objective: Participants will understand and value the complete vision of Church-Owned Bible Translation and will take ownership of their part within that. They will have a clear understanding of the full commitment this vision requires.				
Accepting the 4 Beliefs leads to action	<i>COBT 6 Behaviors Scenario Match</i>	COBT 6 Behaviors Scenario Match		
Accept responsibility				
Make Bible translation accessible				
Refine and revise the translation				
Engage the community				
Share Church-Owned Bible Translation with others				
Involve all generations in ownership				
Chapter 5: Open Copyright License				
Objective: The participants will understand the purposes and benefits of open copyright licensing. They will commit to releasing their work with a CC BY-SA license.				
Purpose of Copyright	sign the Legal and Doctrinal Statement	Legal and Doctrinal Statement Signature Page		
Ownership of the local church		CC BY-SA Summary		
Creative Commons (open license)		CC BY-SA Full License		
Chapter 6: Release Early, Revise Often				
Objective: Participants will understand that releasing the translation for use does not mean it's done for good, but rather will need revisions and updates.				
Bible translations are never perfect				
Community feedback is needed				
Edits are made before final publication				
Continual revisions are needed				
Chapter 7: Meaning-Based Translation				
Objective: Leaders/translators will be able to describe what a meaning-based translation is and explain the difference between it and a literal translation.				
Express meaning of original message	<i>Meaning-Based Translation</i>			
Adjust word order as needed				

Topics	Exercises	Resources	
Chapter 8: 8-Step Translation Drafting Steps (1-4)			
Objective: Participants will understand and try the four drafting steps so they can personally experience the results.			
Drafting steps produce a natural and clear translation	<i>Practice Drafting a Translation</i>	COBT 8-Steps Handout	
First four steps: Consume, Verbalize, Chunk, and Blind Draft		Translating the 8 Steps	
Proper sequence and time limit for Drafting Steps		8-Step Translation Bookmarks	
		Bible Book Difficulty Levels chart	
Chapter 9: 8-Step Translation Checking Steps (5-8)			
Objective: Participants will apply the 4 checking steps to their translation draft, so they can personally experience the results.			
Checking steps ensure accuracy of the translation	<i>Practice Checking a Translation Draft</i>	Key Words Exercise: Luke 17	
Steps 5-8: Self-Check, Peer-Check, Key Word Check, and Verse-by-Vers Check.	<i>Key Words Exercise</i>		
Key words include spiritual or abstract terms; words that carry significant meaning; and words that are repeated in the passage.			
Chapter 10: Quality Assessment Guide			
Objective: Participants will understand the value of an objective guide to check the quality of the translation. They will be prepared to use it in checking their translation.			
Objective standards for quality	<i>Exercise 1: Building the QA Guide</i>	Quality Assessment Guide	
Quality Assessment Guide: Globally accepted standards plus community standards	<i>Exercise 2: Practice Using the QA Guide</i>	Practice Using the Quality Assessment Guide	
Establish standards before translating			
Use standards to check quality			
Chapter 11: Divine Familial Terms			
Objective: Participants will understand what Divine Family Terms are and will commit to assuring that Divine Family Terms will be translated accurately. They will understand WA's policy on how the Divine Family/Familial Terms must be translated, and will know how to use the guides to review their translations of "Father" and "Son."			
God chose to identify himself as Father, Jesus as his Son	<i>Using the God the Father Terms Reviewers' Guide</i>	<u>God the Father Terms Review: Introduction</u>	
The meaning of Scripture would be lost without accurate translation of these terms		<u>God the Father Terms Table</u>	
Communities with any concerns should check these terms carefully		Divine Familial Terms Affirmation	

Topics	Exercises	Resources	
Chapter 12: Checking Resources			
Objective: Participants will know how to access helpful resources and how to use them while doing the four checking steps of the COBT 8-Step translation process.			
Checking is necessary to accuracy	<u>Using Checking Resources</u>	Checking Resources: Matthew 12:9-14	
Checking resources help to understand the source text			
Use checking resources only during Steps 5-8			
After checking, community Refinement is the next step			
Chapter 13: Planning for Consistency			
Objective: Participants will plan for consistency in their translation.			
Consider the rules for your language		Considerations for Consistency	
Quality translations are consistent in:		Punctuation Rules Worksheet	
Spelling		Labels, Headings, and Book Names	
Punctuation and spacing			
The best way to express spiritual terms or difficult concepts			
Proper names			
Writing level (formal or casual)			
Make plans and lists before you translate			
Chapter 14: Using BTT Writer			
Objective: Participants will be able to use BTT Writer to translate and check their work. They will understand which features of the program to use at each step of the 8-Step translation process.			
Book files in BTT Writer	<i>Practice Using BTT Writer</i>	Installing BTT Writer: Screenshots	
Uploading responsibilities		Using BTT Writer: Screenshots	
Process of translation and typing in BTT Writer			
Chapter 15: Before Translating			
Objective: Participants will have the information they need for the community to decide which process is best for doing their heart language translation. They will understand the software tools available for oral and written translations and will be able to choose the best tool for their language community.			
Oral preference communities			
The local Church chooses oral or written translation			
WA offers free software			
Teams choose the best tool for their format			

Topics	Exercises	Resources
Chapter 16: Completion Timeline Strategies		
<p>Objective: Participants will have a plan for completing their translation project. They will understand some of the details and potential challenges of leading a project to completion.</p>		
Begin with completion in mins		Leadership Actions Checklist
Create a plan, assess community resources		
Leadership roles and responsibilities		
Motivating and keeping translators accountable		
Chapter 17: Cultural and Social Considerations		
<p>Objective: Participants will consider cultural and social factors when leading translation training and Church Owned Bible Translation work.</p>		
Recognize and respect cultural differences and similarities	<i>Culture Connections</i>	
Teamwork, collaboration, and trust are needed for checking		
Differences can make a team stronger		
Chapter 18: Community Acceptance		
<p>Objective: Participants will identify the needs within their cultural context for Scripture to be acceptable to the average user.</p>		
Format and style of publication should be acceptable to the community	<i>Community Acceptance:</i>	Community Acceptance Discussion
		Community Acceptance Plan
Chapter 19: Scripture Accessibility		
<p>Objective: Participants will understand the accessibility and distribution options and have a plan for making the translation available to the language community.</p>		
The translation's format should be easy for the community to use	<i>Scripture Accessibility</i>	Scripture Accessibility Exercise
		Accessibility Plan
Chapter 20: Scripture Engagement		
<p>Objective: Participants will understand that engaging the community in Scripture use is the local church's responsibility and is part of the Great Commission. They will consider their vision and plan for Scripture Engagement in their community, and understand that Wycliffe Associates can provide training and resources when they are ready for this step.</p>		
Plan to engage the community with the Scripture	<i>Group Bible Study: Acts 8:26-39</i>	Biblical Outcome Form
Scripture Engagement resources		
The Bible brings positive change in a community		
Chapter 21: Sharing COBT With Others		
<p>Objective: Participants will understand their own part in advancing the mission of Church-Owned Bible Translation.</p>		
Every church should spread the word about the opportunity for Bible translation		

Topics	Exercises	Resources
Chapter 22: Why COBT 8-Step Translation Works		
<p>Objective: Participants will be aware of the theory that forms the basis for the COBT 8-Step translation process and will be able to communicate the theory to others. Participants who are using the COBT 8 Steps will be able to adjust their process to ensure the highest quality and completion rate, without compromising the purpose of the timing and sequence.</p>		
The 8 Steps depend on God's design for the mind		Chapter 22 Illustrations
The Cone of Experience		
Sense and meaning of information		
Applying previously learned information to new information		
Short-term, long-term, and working memory		
Engaging right and left brain		
Bloom's Taxonomy		
Skipping, rearranging, or modifying steps compromises quality		
Chapter 23: Workshop Planning		
<p>Objective: Leaders will understand some of the details of preparing for a workshop, including practical planning, meeting translators' needs, and Values-based Learning.</p>		
Workshop planning checklist	<i>Symbols for Values-Based Learning</i>	
Importance of prayer		
Meeting translators' needs		
Values-based learning		
Chapter 24: Building Teams and Harnessing Skills		
<p>Objective: Leaders will understand the skills needed for translation work. They will practice interviewing potential translators to assess their skill levels. They will also explore learning theories and personality types, and understand how to use that information to assemble effective teams.</p>		
Selecting translators	<i>Team Skills Inventory Questionnaire</i>	Team Skills Inventory Questionnaire
Qualities to look for in translators		Team Skills Inventory Chart
Choose a variety of different people		Personalities and Team Development
Considering thinking styles and personalities		
How to group translators into effective teams		
Zone of Proximal Development: pairing translators of similar skill level		
Scaffolding: providing needed support		
Diversity helps translators use their strengths		

Topics	Exercises	Resources
Chapter 25: Refinement and Revision Overview		
<p>Objective: Participants will understand the importance of refinement and revision after the 8 Steps of translation are complete. They will understand the importance of involving the whole community in these processes, and know the refinement resources available to them.</p>		
After the 8 Steps, invite community feedback		Quality Assessment Guide Checklist Sample
Refinement improves the translation before publication		
Refinement resources		
Revision periodically updates the translation as language changes		
Chapter 26: Using the New Testament Survey		
<p>Objective: Participants will understand how to use the <u>Reviewers' Guide New Testament Survey</u> and to include a wider audience in refining the quality of the translation.</p>		
Inviting community review	<u>Using the Reviewers' Guide New Testament Survey</u>	New Testament Survey: Matthew 3:13-17
Reviewers' Guides review difficult passages		Sample New Testament Survey
Leading a review		Sample English "Source Text"
Sharing feedback and making changes		Sample English "Translation"
Chapter 27: Spiritual Terms Check		
<p>Objective: Participants will be prepared to check key spiritual terms in their drafted New Testament to ensure they have been translated clearly and consistently by all translators.</p>		
Checking for consistency in Spiritual Terms across the entire translation	<u>Key Spiritual Terms Check</u>	Key Spiritual Terms Check Exercise with sample <u>Spiritual Terms Evaluation Tool</u>
<u>Spiritual Terms Evaluation Tool</u>		Spiritual Terms Evaluation Chart Sample
Levels of checking Spiritual Terms		
Chapter 28: Proofreading and Publication		
<p>Objective: Participants will understand the general timeframe and steps of the publication process. They will understand the purpose and necessity of proofreading, including the importance of reading the text aloud. They will know that they will need to have a checklist for their own language standards, so that their proofreaders can use it.</p>		
Publication for a printed Bible is at least a four-month process	<u>Proofreading</u>	Typographical Errors Example
Proofreading is the last step before publication and is essential		Proofreading Exercise
Careful proofreading is important for the correct meaning of the text as well as for community acceptance		<u>Proofreading Checklist Sample</u>

Chapter 1: Introduction to Wycliffe Associates

Objective: Participants will understand Wycliffe Associates' background and vision and consider whether our vision matches their own goals.

Core Concepts:

- Bible translation has traditionally been done *for* people groups by foreigners.
- Wycliffe Associates (WA) was established in 1967 to assist translators.
- In 2014, WA pioneered an 8-Step process, a model for translation that harnesses the ability of the heart-language believers to own their own translation project.
- Research has shown that native speakers can often create a more natural and accurate translation, and complete it faster than foreigners.
- Now WA partners with local churches to empower native speakers to translate the Bible, rather than doing translations for them.
- Our Vision is "A Bible in Every Language."

Exercise:

- Your Team's Vision

For this commandment that I am commanding you today is not too hard for you, neither is it too far for you to reach. It is not in heaven, so that you should have to say, 'Who will go up for us to heaven and bring it down to us and make us able to hear it, so that we may do it?' Neither is it beyond the sea, so that you should have to say, 'Who will go over the sea for us and bring it to us and make us to hear it, so that we may do it?' But the word is very near to you, in your mouth and your heart, so that you may do it (Deut. 30:11-14).

Time: 15-30 min.

Workbook p. 1

Materials:

- ✓ Slide Deck "T3 Slides 01 Intro to WA"
- ✓ Bible with place markers

Introduction:

We want to welcome you into a partnership with Wycliffe Associates! We are so excited to serve you and your local church through Bible translation tools and resources! We want to start by sharing a little bit about our ministry.

Ask:

- What do you think of when you think of Bible translation?

Teacher's Notes



(on screen as people enter and during introductions)



Allow time for discussion.

Most people think of foreigners who go to places far from home to help translate Holy Scripture into a language that has none.

Wycliffe Associates (WA) History—Why?

- Wycliffe Associates was established in 1967.
- Bill Butler, Dale Kietzman, and Rudy Renfer were friends of Bible translators.
- They were concerned that Bible translators were spending more and more time on non-translation necessities, such as accounting and building maintenance, and more.
- Their purpose was to provide practical assistance to translators globally.
- This allowed translators to focus on Bible translation work.

WA History—How?

- Christian believers volunteered a wide range of skills to assist Bible translation work around the world, such as: administration, designing and building, maintenance, and development of technology.
- Freed translators to focus on Bible translation rather than other necessary activities.

WA History—Urgent need for translation led to a new solution

- In 2014, Wycliffe Associates developed and tested a new Bible translation method.
- This 8-Step translation process is informed by studies in linguistics, education, and psychology.
- The 8-Step process equips national translators to translate the Bible into their own heart language.
- The local church (all the churches in each language community) has a central role in 8-Step Bible translation for their own language.
- WA's 8-Step translation process harnesses the ability within the local church.
- Teamwork and collaboration support a clear and accurate translation.

Impact Story:

In 2014, a pastor from a small language community of the Himalayas hiked into the city to meet with WA missionaries about getting Scripture in his language. This young pastor shared his exciting discovery: they could launch the translation project themselves, with WA training and support!

The pastor and his brother began to translate - and to recruit other believers to join them.

Teacher's Notes

Wycliffe Associates History Why?

- Wycliffe Associates was established in 1967
- Purpose was to provide practical assistance to translators globally
- Allowed Translators to focus on Bible translation work

Wycliffe Associates History How?

- Volunteers offered a wide range of skills to assist Bible translation work globally
 - Administration
 - Construction
 - Maintenance
 - Technology
 - Infrastructure
- Translators could focus on Bible translation rather than other activities

Wycliffe Associates History Urgent Need Called for a New Solution

- In 2014, Wycliffe Associates developed and tested a new Bible translation method
 - MAST—Motivational Assistance Supporting Translation
 - MAST equips national translators to quickly translate the Bible clearly and accurately



2014
First MAST translation event



Mother-tongue
translators trained
in this new
methodology

Teacher's Notes

Later that year, a group of 13 gathered for training and translation of Scripture using the new 8-Step Nationals translation process.

Within 2 weeks, this group had translated and checked almost half of the New Testament. They continued to work, finishing their New Testament in less than 2 years.

The new 8-Step method showed immediate success! They were able to translate faster than they had ever imagined. **Mother-tongue translators using the 8-Step method and teamwork have found it is often much easier and faster to create accurate, clear, and natural translations.**

We've now shifted our focus to training translators in this new method. We provide free, open-license resources to translators around the world. And we'll soon be offering these resources in the gateway languages!

At Wycliffe Associates, our vision is a Bible in every language.

We can't do it ourselves. So how can we achieve this?

We train and equip believers like you in Church Owned Bible Translation.

When you as a Church train and equip language groups, you're following the Great Commission.

Exercise: Your Team's Vision

Workbook page 3

Please take a moment to discuss and write your team's vision.



Now providing free, open-license resources to translators around the world



• 2 Corinthians 9:6-15
• Matthew 28:19-20

2nd Corinthians 9:6-15

2 Corinthians 9:6-15

2 Corinthians 9:6-15 continued

"Now may He who supplies seed to the sower, and bread for

food, supply and multiply the seed you have sown and increase

the fruits of your righteousness." • "while you are enriched in every way, in all your speaking up for the gospel, and in your giving

to us to God." • "for the administration of this service not only supplies the needs of the saints, but also by way of sharing

through many thanksgivings to God." • "while through the proof

of this ministry you glorify God, and your liberal sharing

with them and all others." • "and by your prayer for us, who long

for the completion of the work of grace set in

you." • "Thanks be to God for His indescribable gift!"

Matthew 28:19-20

Matthew 28:19-20

Go therefore and make disciples of all the nations,
baptizing them in the name of the Father and of the
Son and of the Holy Spirit; • "teaching them to observe all things that I have commanded you; and
lo, I am with you always, even to the end of the
age." Amen.

Allow time for them to write on paper or in their Workbook.

Teacher's Notes

After they have written their vision, ask them to share the team vision they've written.

Discuss:

- How does our vision line up with yours?



Committed to serving the local church, partnering to reach every language with Bible translation



Testimony:

"Having the Bible in my heart language is a great blessing for me. Personally, I feel that having the Bible in my own language is a key to unlock spiritual and physical treasure from the Lord. For Daa Yindu people, it is like God is speaking in their heart language without the help of an interpreter. Now both young and old people have started to read and listen to God's Word in their own language. Thank you, Wycliffe Associates, for your untiring work for the Daa Yindu."

- Daniel, youth pastor and member of the Daa Yindu Bible translation committee in Myanmar

Confirm: Participants understand that Wycliffe Associates is committed to serve the local church so the local church can achieve and spread Bible translation to every language. Participants have considered whether WA's vision matches their own vision.

Chapter 2: Statement of Faith

Objective: Each participant will understand the beliefs described in the statement of faith and agree to them in writing.

Core Concepts:

- Our core values come from the Bible, and these core values determine our vision.
- We seek partners with the same beliefs, and have all translators sign an agreement to these beliefs.
- We focus on central, defining beliefs that unite Christians, and accept that secondary beliefs may differ without changing our core values.

Handouts:

- 2.1. Statement of Faith (Optional; also printed in Workbook pp. 5-7)

Let us also hold firmly to the hope we confess, for he who promised is faithful (Heb. 10:23, ULB).

Time: 30 min.

Workbook p. 5

Materials:

- ✓ Slide Deck: T3.Slides 02 Statement.of.Faith
- ✓ White board and markers
- ✓ Bible with place markers

Introduction:

In this chapter, we will talk about our Statement of Faith. These are the beliefs that guide everything we do. We want to make sure that all our partners share these beliefs.

Discuss:

- What do you think of when you hear the word values?

Teacher's Notes:



Statement of Faith
Let us hold fast the confession of our hope without wavering; for He who promised is faithful (Heb. 10:23)
All rights reserved. Used by permission. All rights reserved.

What do you think of when I say the word "values"?

Here, the term “values” means guiding convictions that define the way we live and serve God. You may get ideas that are very different from your own understanding of values.

The goal is to get participants to think about their own beliefs and discuss them openly.

- Have a volunteer make notes on the white board of any defining terms they use.

Teacher's Notes:

- Explain that when we talk about values, we mean the beliefs that define and guide the way we live.

Thank and have the volunteer at the whiteboard rejoin the group.

You've heard a little about Wycliffe Associates. Now I want to share with you the beliefs that have guided and continue to guide us as we serve God in the world.

- We believe that the Bible is the Word of God.
- The Bible changes lives and advances God's kingdom.
- We believe in the power of the Holy Spirit in the lives of believers.

**Because we believe those things, we have the vision:
*A Bible in Every Language.***

And we have the mission:

Involving people in the advancement of Bible translation.

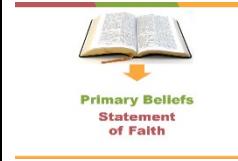
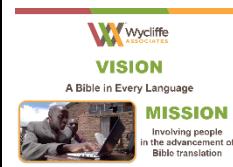
Discuss:

- **How do our vision and mission statement connect with our values?**
 - Since we believe God's Word changes lives and builds His kingdom, we believe every language should have access.
 - Because God has empowered every believer with His Spirit, we believe He will use all of us to get Scripture to the world.

Discuss:

- **What is a "statement of faith"?**
 - A list of the core beliefs that a community agrees to.
 - Our statement of faith should always come from Scripture, the Word of God.

WA seeks partners like you who share our core values and beliefs.



Statement of Faith

Chapter 2

We're going to share our core beliefs with you. Later, we'll ask you to sign a simple statement of faith that clearly states the essential beliefs of the Christian faith as we understand them from Scripture.

Please look at page 5 in your Workbook and review the Statement of Faith with me.

Teacher's Notes:

Take time to make sure everyone understands each item. Explain in simple terms and answer questions.

Do not get into deep theological discussions.

Statement of Faith

1. The Bible is divinely inspired by God and has final authority.

This means that the Bible came directly from God, is completely true, and should be honored above any other source.



We believe:
1. The Bible is divinely inspired by God and has final authority.

This means that the Bible came directly from God Himself, and it is completely true. It should be honored above any other source of information.

2 Timothy 3:16 - All scripture is given by inspiration of God, and is profitable for teaching, for reproof, for correction, for instruction in righteousness; John 17:17 - Sanctify them by Your truth. Your word is truth.

2 Timothy

3:16

John 17:17

2. God is one and exists in three persons: God the Father, God the Son, and God the Holy Spirit.

This means that there is only one God, and He reveals Himself to us in three different roles: the Father, the Son, and the Holy Spirit.



We believe:
2. God is one and exists in three persons, God the Father, God the Son, and God the Holy Spirit.

This means that there is only one God, and He reveals Himself to us in three different roles. He is the Father, He is the Son Jesus Christ, and He is the Holy Spirit.

Deuteronomy 6:4: Hear, O Israel: The LORD our God, the LORD is one.
John 10:30: I and My Father are one.

1 Peter 1:16-17: Of this salvation the prophets have inquired and searched carefully, who prophesied of the grace that would come to you through Jesus Christ. This they did because they saw Christ who was in them was indicating when he testified before men the sufferings of Christ and the glories that would follow.

Deut. 6:4

John 10:30

1 Peter
1:10-11

3. Because of the fall of man, all humans are sinful and in need of salvation.

This means that everyone has done wrong, so we are all separated from God. There is nothing we can do on our own to earn eternal life, or Heaven.



We believe:
3. Because of the fall of man, all humans are sinful and in need of salvation.

This means that everyone has sinned, so we are all separated from God. There is nothing we can do on our own to earn the reward of Heaven.

Romans 5:12: Through one man sin entered the world, and death through sin, and thus death spread to all men, because all sinned.

Romans

5:12

4. The death of Christ is a substitute for sinners and provides for the cleansing of those who believe.

This means that Jesus died as punishment for everyone's sins. His death counts as a payment for us, so we can be forgiven.



We believe:
4. The death of Christ is a substitute for sinners and provides for the cleansing of those who believe.

This means that Jesus died as punishment for the sins of all humanity. His death counts as payment for us so that we can be forgiven.

1 John 2:2: And He Himself is the propitiation for our sins, and not for ours only but also for the whole world.

1 John 2:2

5. By God's grace, through faith, man receives salvation as a free gift because of Jesus' death and resurrection.

This means that, because of Jesus's death, we can be forgiven. We cannot earn this, but we receive it by putting our faith in Jesus.

6. The resurrection of all—the saved to eternal life and the lost to eternal punishment.

This means that everyone will be brought back to life one day. Those who trust in Jesus will live with Him forever in Heaven, and those who do not will be punished forever.

Discuss:

- Why do we need to discuss this list of beliefs?
- Do you have any questions about this list?

Many Christians also have other, non-defining beliefs. These beliefs may be different from one church to another, but their core values are still the same. Though our secondary beliefs may be different, that doesn't keep us from working together.

Teacher's Notes:



We believe:

5. By God's grace, through faith, man receives salvation as a free gift because of Jesus' death and resurrection.
This means that, because of Jesus's sacrifice, we can be forgiven. We cannot earn this, but we receive it by putting our faith in Jesus.
Romans 3:24 "But God, who is rich in mercy, while we were yet sinners, made us heirs through Christ. For it is by grace you have been saved, not by works; not because you made them fit for salvation by your own goodness, but because God gave them to you as a free gift through Christ."

Romans
3:24-25a



We believe:

6. The resurrection of all—the saved to eternal life and the lost to eternal punishment.

This means that everyone will be brought back to life one day. Those who trusted Jesus for salvation will live with Him forever. Those who did not trust Him will be punished forever.

Acts 21:10 ... that there will be a resurrection of the dead, both of the just and the unjust.
Matthew 25:46 And these will go away into everlasting punishment, but the righteous into eternal life.

Acts 24:15b
Matthew
25:46



We believe:

1. The Bible is divinely inspired by God and has final authority.
2. God is one and exists in three persons: God the Father, God the Son, and God the Holy Spirit.
3. Because of the fall of man, all humans are sinful and in need of salvation.
4. The death of Christ is a substitute for sinners and provides for the cleansing of those who believe.
5. By God's grace, through faith, man receives salvation as a free gift because of Jesus' death and resurrection.
6. The resurrection of all—the saved to eternal life and the lost to eternal punishment.

The Statement is of primary beliefs; secondary or non-primary beliefs are not included because we accept that Christians may disagree on those areas, but still be Christians. Our goal is to work with like-minded Christians, regardless of denominational affiliation or non-primary beliefs.

The term “non-primary” or “secondary” may be confusing, implying that these beliefs aren’t important. Synonyms such as “surrounding”, “resulting”, or “accompanying” might be helpful.

Statement of Faith

Chapter 2

Teacher's Notes:

The statement of faith provides us with agreement on what's most important. Our goal is not to cause division, but to build unity by focusing on these important beliefs. This is the foundation for working together.

Statement of Faith

encourages:

what is
most
important



unity

a
foundation
for working
together

Confirm: The leaders and translators who will be signing the statement of faith understand and agree with what they are signing, in order to take full ownership of the project.

Handout 2.1: Statement of Faith

for Optional use with Chapters 2 and 5

Also found in Workbook, pp. 5-7

Statement of Faith Found at

<https://bibleineverylanguage.org/statement-of-faith/> and BTT Writer

Essential beliefs are the beliefs that define us as believers in Jesus Christ. These beliefs cannot be ignored or compromised.

We believe:

- 1. The Bible is divinely inspired by God and has final authority.**
2 Timothy 3:16
John 17:17

- 2. God is one and exists in three persons: God the Father, God the Son, and God the Holy Spirit.**
Deuteronomy 6:4
John 10:30
1 Peter 1:10-11

- 3. Because of the fall of man, all humans are sinful, and in need of salvation.**
Romans 5:12

- 4. The death of Christ is a substitute for sinners and provides for the cleansing of those who believe.**
1 John 2:2

- 5. By God's grace, through faith, man receives salvation as a free gift because of Jesus' death and resurrection.**
Romans 3:24-25a

- 6. The resurrection of all—the saved to eternal life and the lost to eternal punishment.**
Acts 24:15b
Matthew 25:46

Chapter 3: Church Owned Bible Translation (COBT)—Four Beliefs

Objective: Participants will understand and accept the four beliefs about COBT.

Core Concepts:

- The local churches and denominations in the heart language community are the body that is best qualified to lead Bible translation for their language.
- They have the ability, the authority, the responsibility, and the accountability to God and their community to translate and assure the accuracy of their translation.
- “Church Ownership” does not refer to only one church congregation. It includes all the churches and denominations—all the believers—in a language community.

Exercise:

- COBT 4 Beliefs Scenario Match

Handouts:

3.1 COBT 4 Beliefs Scenario Match (Optional; also in Workbook pp. 10-11)

For I did not hold back from declaring to you the whole will of God. Therefore be careful about yourselves, and about all the flock of which the Holy Spirit has appointed you overseers. Be careful to shepherd the church of God, which he purchased with his own blood. (Acts 20:27-28).

Time: 60 minutes, plus 30 minutes for Exercise

Workbook p. 8

Materials:

- ✓ Slide Deck: T3 Slides 03 COBT 4 Beliefs
- ✓ White board, markers
- ✓ Bible with place markers

Introduction:

We've talked about how Bible translation was traditionally done by a foreigner in a new country.

Teacher's Notes:



Church
Owned Bible
Translation
Four Beliefs

For I have not shunned to declare to you the whole counsel of God. Therefore take heed how you walk, because you are not walking among the world, among which the Holy Spirit has made no provision. For we are aliens and strangers in this world, living in it but not belonging to it. For we are citizens of the kingdom of God which He purchased with His own blood. (Acts 20:27-28)

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Ask:

- How do you think “Church-Owned” Bible Translation changes that?

Invite a participant to come to the front to make a list of what they share on white board.



Note: Their ideas may be a good starting point for the later conversation about Quality Assessment (Chapter 10).

Thank and have the volunteer at the whiteboard rejoin the group.

Discuss:

- Have you ever overheard someone who shares your heart language translate something into your heart language?
 - How well was the message communicated?
- Have you ever heard an outsider translate something into your heart language?
 - How well was the message communicated?
- Which is easier for you: translating into your heart language or from your heart language to another language?

I want to share with you why Wycliffe Associates believes that the local churches within every language group can and should own their own Bible translation.

Please note that we are not talking about one church or one organization. We are talking about the whole Church, or body of believers, in the language community. This will include every church congregation and every denomination in the language group.

1. Ability

- Linguistic Ability – You understand your language and culture better than an outsider.
- Bilingual Translation Ability - Bilingual speakers, like you, have shared meaning through oral translation (or interpretation) most of your lives. You won't need to spend years learning a new language.
- God-Given Gifts – Each of you have God-given gifts to work as a team.

2. Authority

God's Spirit lives in every believer. He provides wisdom and gives each of us authority to share, teach, or translate God's Word.

Teacher's Notes:

As you introduce Wycliffe Associates' beliefs, note similarities with their suggestions and have them discuss the differences. This is primarily to get the ideas planted in their minds.

If there is any confusion, take time to discuss the difference between an individual church and the entire body of believers in a language community.

Romans

12:4–6a

2 Timothy 2:7

Romans 12:4-6a

for as we have many members in one body, but all the members do not have the same gifts, so, among many, are one body in Christ, and individually members of one body, we have many gifts differing according to the grace that is given to us...

2 Timothy 2:7

* Consider what I say, and let the Lord give you understanding in all things.



Ability

Local believers:

- Know the language and culture
- Have effective preaching through oral translation
- Have courage, God-given abilities

Matthew 28:18–20

And Jesus came and spoke to them, saying, "All authority has been given to Me in heaven and on earth." So therefore go and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit. ¶Teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age." Amen.

Acts 1:8

But you shall receive power when the Holy Spirit has come upon you, and you shall be witnesses to Me in Jerusalem, and in all Judea and Samaria, and to the end of the earth."

Matthew

28:18–20

Acts 1:8

Teacher's Notes:



God's Spirit gives the local church:
• Wisdom
• Authority

Discuss:

- How do you understand authority?
- What does authority include in your culture?

Possible answers include: the right to make decisions, the right to tell people what to do, the right to change things, the right to start new things, etc.

3. Responsibility

The local Church (all the believers in a language community) has the responsibility for:

- Evangelism
- Discipleship
- Bible Translation

1 Peter 3:15
But sanctify the Lord God in your hearts, and always be ready to give a defense to everyone who asks you to give a reason for the hope that is in you, with meekness and respect.

Colossians 3:16
Let the word of Christ dwell in you richly in all wisdom, teaching and admonishing one another through psalms and spiritual songs, singing with grace in your hearts to the Lord.

2 Timothy 2:2
And the things that you have heard from me among many witnesses, command these to faithful men who will be able to teach others also.



The local church is responsible for:
• Evangelism
• Discipleship
• Bible Translation

Discuss:

- What areas of leadership are needed if the Church is responsible for the translation?

Possible answers include: overseeing the process, ensuring progress, seeking outside help, making decisions on quality.

4. Accountability

Mother-tongue translators are accountable to

- God
- their community

for the accuracy, clarity, and accessibility of Scripture in their heart language

Romans 14:12
So then each of us shall give account of himself to God

1 Corinthians 2:12-13
Now we have received, not the spirit of the world, but the Spirit who is from God, that we might know the things that have been freely given to us by Him.
These things we also speak, not in words which man's wisdom teaches but which the Holy Spirit teaches, comparing spiritual things with spiritual.



Translators are accountable to:
• God
• Their community

This also means that different denominations in a local community are accountable to each other for the accuracy of a translation.

A translation should include all denominations in a language group, if possible. If some decline to participate, they should still be invited to provide feedback during the

Teacher's Notes:

revision process. Translators should never be biased toward one denomination, but should strive for accurate communication of the meaning of the original text.

Discuss:

- How can Church Ownership of Scripture benefit evangelism, discipleship, and church planting?

Exercise: COBT 4 Beliefs Scenario Match

(Participant Workbook pp. 10-11)

Let's look at some scenarios, and see how these four beliefs can impact a person's decisions.

Example:

The Ontenu People of Papua New Guinea were clashing violently with neighboring clans. Despite the conflict, their church leaders decided to attend a COBT 8-Step translation workshop with other language groups.

During the workshop, their village was raided, and half the homes were burned. The translators chose to keep working, rather than to join the fight.

At the end of the workshop, the Ontenu leaders had translated more Scripture than the other language groups.

Ask:

- **Which Belief best matches the experience of the Ontenu People?**

Complete the exercise within your groups.

Then, we will come back together and discuss our ideas.

Gauge the size of the gathering and assign groups to tables with a presenter at each if necessary. Do the example together.

The Exercise is also printed at the end of this chapter, if extra copies are needed.

This is a good example of **Responsibility** because the translators followed God's calling despite the challenges they faced. (*This can also fit other beliefs like Ability or Authority, but the trainees must be able to explain why it fits their choice.*)

Allow about 20 minutes to complete the exercise before discussing answers. Many of the scenarios demonstrate more than one belief, so participants may have different

Teacher's Notes:

answers. This is acceptable, as long as they can express why they chose the answer they did.

Exercise Answer Key:
(Questions are in Handout 3.1.)

1. Ability
2. Authority
3. Accountability/Responsibility
4. Responsibility
5. Accountability/Responsibility
6. Authority
7. Responsibility
8. Authority

In Church Owned Bible Translation, Wycliffe Associates affirms that the local Church (the entire body of believers in a language community) has the ability, responsibility, authority, and accountability to lead translation work for the language they serve.

These concepts can be challenging to understand.

They are very different from translation done by colonial mission organizations.

Colonial missions brought the Gospel and assumed authority and responsibility for Bible translation. Some Bible translation organizations today continue to retain leadership responsibility and authority over translation work, such as project management, choosing and managing translators, and checking the translation through language consultants. Other Bible translation organizations increasingly recognize that the local church should have the primary role in Bible translation leadership.

Be sure to dig in and find any doubts, fears, or areas that need clarification.

Address these issues with the leaders now, so that they may address them later with their local translation teams.

Teacher's Notes:

Teach Back:

- Who is responsible to evangelize and disciple?
- How does the Church reach unsaved people within this language group?
- Who gives us authority to translate the Bible?
- Who is the best person to determine if a translation is easy to understand in the target language?
- How does the translation team stay accountable to God and their community?

Confirm: Everyone understands the four beliefs about Church-Owned Bible Translation and has considered how those beliefs apply to the believers in their local community.

Handout 3.1: COBT 4 Beliefs Scenario Match

Optional; also in
Workbook, pp. 10-11

Exercise: **COBT 4 Beliefs Scenario Match**

Ability: The local believers of a language community understand their language and culture better than an outsider. Usually, some are multilingual and have skill in transferring messages from one language to another. The knowledge of more than one language, without having to spend years learning, also allows them to begin translating right away.

Authority: God's Spirit provides wisdom and entrusts each believer with authority for stewarding God's Word in his or her community.

Responsibility: Local believers have a responsibility to their community for evangelism and discipleship. Scripture translation into the heart language of the people is a necessary part of that responsibility.

Accountability: The local believers are accountable to one another and to God to make sure Scripture is accurate, clear, and accessible in their heart language.

Consider the following scenarios and discuss which of the “4 Beliefs” caused the action.

Example:

The Ontenu People of Papua New Guinea were clashing violently with neighboring clans. Despite the conflict, their church leaders decided to attend a COBT 8-Step translation workshop with other language groups.

During the workshop, their village was raided, and half the homes were burned. The translators chose to keep working, rather than to join the fight. At the end of the workshop, the Ontenu leaders had translated more Scripture than the other language groups.

Which Belief best matches the experience of the Ontenu People?

1. When a young woman on the translation team arrived at the training event, she felt unqualified for translation. But as she learned the process and worked with her team, she realized God had uniquely prepared her. She understood the source language well enough to help others on the team. She was also comfortable with English and had learned to type while at college.

 2. The leaders of a translation project asked the school teacher in their community to help them with their checking efforts because he was respected for his knowledge of their mother tongue. He loved words and researching meaning. The leaders trusted him to help them find the best words when they were confused.
-

Handout 3.1: COBT 4 Beliefs Scenario Match

Optional; also in

Workbook, pp. 10-11

3. A group of leaders from several language communities came together to be trained in specific checking tools. These leaders translated the resources into their trade language, so they could take it back to the community and use it in further checking.

**Ability
Authority
Responsibility
Accountability**

-
4. A pastor provided his church as a place for translators to meet. People from the church volunteered to cook meals for the translators on the days they gathered to work on the translation.
-

5. The translation team split up the remaining portions of the New Testament to work on at home. They set a schedule to gather for checking every couple of weeks.
-

6. A Christian leader from the community mentors eight pastors to translate Scripture into their mother tongue.
-

7. A church is home to 3 minority dialects with no Scripture. The pastor wants to help them get Scripture. At first, he thinks he can only find help from the outside. But what he really wants is help to equip himself and the 3 communities to manage the task themselves. He decides to host a training event and invites a group from each language to learn specific skills in Bible translation. This pastor plans and manages the event and helps guide the translators for each language.
-

8. A Muslim man allowed his wife, who is a believer, to attend a translation training event for their language as long as she took him with her. He was not interested in the gospel, but he was interested in preserving their heart language. The leaders of the event allowed this non-believer to observe the training with his wife. During the training, this young man read the Scriptures, heard the gospel, and was saved.
-

Chapter 4: Church Owned Bible Translation (COBT)—Six Behaviors

Objective: Participants will understand and value the complete vision of Church-Owned Bible Translation and will take ownership of their part within that. They will have a clear understanding of the full commitment this vision requires.

Core Concepts:

- When the local Church recognizes that they have the ability, authority, responsibility, and accountability for translating Scripture, they will take certain steps.
- These steps, or behaviors, include:
 - o Accept responsibility.
 - o Make Bible translation accessible.
 - o Refine and revise the translation.
 - o Engage the community.
 - o Share Church-Owned Bible Translation with others.
 - o Involve all generations in ownership.

Exercise:

- COBT 6 Behaviors Scenario Match

Handouts:

- 4.1 COBT 6 Behaviors Scenario Match (Optional; also in Workbook p. 15)

Keep your heart safe and guard it with all diligence, for from it flow the springs of life (Prov. 4:23).
Walk in wisdom toward those outside, and redeem the time (Col. 4:5).

Time: 60 minutes discussion,
20 minutes exercise,
15 minutes review

Workbook p. 12

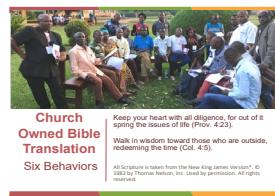
Materials:

- ✓ Slide Deck: T3 Slides 04 COBT 6 Behaviors
- ✓ White board
- ✓ Bible with place markers

Introduction:

We've talked about the local church's ability, authority, responsibility, and accountability for translating Scripture. We now want to consider the actions that a church will take because of those beliefs.

Teacher's Notes:



Ask:

- What steps will the local church take if it believes in Church Owned Bible Translation (COBT)?

Invite a participant to come to the front to write on the whiteboard.



You may get suggestions that will work with the Quality Assessment (Chapter 10). Make note of these, perhaps in a separate list, and try to

The 6 Behaviors of Church-Owned Bible Translation

1. Accept Responsibility

Mother-tongue speakers, under the authority of their local church, **take responsibility for translating** the Bible into the heart language of their local community.

- What are some ways you can share the vision of Church-Owned Bible Translation with other believers in your language community?
- What might be difficult for your local church in truly owning their translation?

2. Make Bible Translation Accessible

The local church **manages community accessibility** to the translated Scripture.

- How could your church help your community get access to the Scripture in your language once it's translated?

3. Refine and Revise the Translation.

Refinement and revision will continuously take place within the community, with mother-tongue speakers.

- Who would be interested in helping with ongoing revisions in your community?

4. Engage The Community

The church **involves** the local community **in reading and studying Scripture**.

- How does your community engage with Scripture right now?
- How can you and your church involve the community with Scripture in your language?

Teacher's Notes:

steer toward the Behaviors conversation.

Write or show all 6 Behaviors to them, relating them to those they suggested.

1. Accept the responsibility to do a Bible translation



So they read distinctly from the book, in the Law of God; and they gave the sense, and helped them to understand the reading (Nehemiah 8:8)

Nehemiah 8:8

The leaders in Nehemiah made sure those in the crowd understood the meaning of the words in the book of the law.

2. Make Bible translation accessible



And daily in the temple, and in every house, they did not cease teaching and preaching Jesus as the Christ (Acts 5:42).

Acts 5:42

3. Refine and revise the translation



And let us not grow weary while doing good, for in due season we shall reap if we do not lose heart (Galatians 6:9).

Galatians 6:9

4. Engage community in Scripture usage



All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, for correction, for instruction in righteousness. ¶ that the man of God may be complete, thoroughly equipped for every good work (2 Timothy 3:16-17)

2 Timothy 3:16–17

5. Share COBT with Others

The local church **shares** the opportunity of Church-Owned Bible Translation with other language communities.

- How can you share the vision of COBT with believers outside your own language community?

6. Involve All Generations in Ownership

The local church leads future generations to update and revise. They take responsibility for these **generational revisions and updates** to the Scripture.

- Why would future generations need to take ownership for updates and revisions?
- What are some steps you could take to make sure this happens?

Impact Story:

One Native American nation completed their New Testament in the 1970s. Unfortunately, the copyright on their Bible was owned by someone else. This made it illegal for them to do generational revisions or exercise any ownership over the text they had helped create.

They reached out to us to help with a new translation. The current version can no longer be printed due to copyright issues, and many in their community cannot understand it due to language changes. Also, as with many Native American nations, one of their concerns is the loss of their cultural heart language.

We are helping them address their concerns by training them to manage their own Bible translation project. Church ownership means they will own their work. The new COBT 8-Step translation method will guarantee continued access and availability not only for this generation, but also for their children and grandchildren.

Discuss:

- How can you see this process working in your community?
- What challenges do you see for your local church in truly owning translation?

Teacher's Notes:

5. Share COBT with others



He answered and said to them, "He who has two tunics, let him give to him who has none; and he who has food, let him do likewise." (Luke 3:11)

Luke 3:11

6. Lead future generations to update and revise.



"And these words which I command you today shall be in your heart. You shall teach them to your children, when you sit in your house, when you walk by the way, when you lie down, and when you rise up (Deuteronomy 6:6-7). You shall bind them as a sign on your hand, and they shall be as a reminder on your forehead, so that you may remember the Law of God; and they shall give the sense, and helped them to understand the reading (Nehemiah 8:8).

Deuteronomy 6:6–7

Nehemiah 8:8

Exercise: COBT 6 Behaviors Scenario Match (Workbook pp. 15-16)

For this exercise, we will look at several situations and decide which of the 6 behaviors (actions) the church people are demonstrating.

Example:

A young pastor gathers other pastors and members of his community to be trained in Bible translation. They translate portions of Scripture during the day and gather in the evenings to check each other's work.

- **Which Behavior best matches the experience of this pastor and members of his community?**

Teacher's Notes:

For a large group, divide participants into smaller groups led by a facilitator. The Exercise is also printed at the end of this chapter in case extra copies are needed.

Do the example together, then allow groups to complete the exercise.

This is a good example of **Accepting Responsibility**.

Translation into the heart language of the local community is the responsibility of mother tongue speakers in fellowship with their local church.

When all have finished (or time is up), discuss answers together.

Exercise answer key:

(Questions printed in Handout 4.1)

1. Engage the Community
2. Make Bible Translation Accessible
3. Refine and Revise
4. Involve All Generations in Ownership
5. Share COBT with Others

Teach Back:

- **What do you think is the most important of the six behaviors? And why?**
- **What does it mean for a translation project to be “church-owned?”**

Church Owned Bible Translation (COBT)—Six Behaviors

Chapter 4

- How does church ownership of translation contribute to the Great Commission?
- How does your church need to prepare for the steps involved in a translation project?
- What is your role in sharing the vision of COBT with others—either in your own faith community, or in other communities?

Teacher's Notes:

Confirm: Participants understand the full vision of COBT and the 6 behaviors that naturally follow the 4 beliefs about COBT. They have begun to consider their own role, as well as their community's role, in enacting these behaviors for their language group. They understand they will need to plan and prepare—not only for the completion of their own translation, but also for sharing this opportunity with others.

Handout 4.1: COBT 6 Behaviors Scenario Match

Optional; also in Workbook p. 15

Exercise: COBT 6 Behaviors Scenario Match

Consider the following stories. Which action is being shown?

Example:

A young pastor gathers other pastors and members of his community to be trained in Bible translation. They translate portions of Scripture during the day and gather in the evenings to check each other's work.

- **Accept Responsibility**
- **Make Bible Translation Accessible**
- **Refine and Revise**
- **Engage the Community**
- **Share COBT with Others**
- **Involve All Generations in Ownership**

Which Behavior best matches the experience of this pastor and his community?

1. A group of believers invites other Christians to their home once a month for Bible study. They use their time to read the newly translated Scriptures in their mother tongue and talk about what they have read.

2. A pastor worked with pastors outside his language community to help fund the publication of the New Testament his own community had just completed.

3. A translation team had completed their draft translation through all eight steps of the COBT 8-Step process. The pastors from the language community planned a regular time to meet and do doctrine checking by using the Wycliffe Associates' Reviewers' Guide doctrine checking resource.

4. A young woman joined the translation team for her community. She shared that she did it because of her grandfather. He could not speak or read the trade language well enough to read Scripture in that language. Her desire was for him and others of his generation to be able to read Scripture for themselves in the language of their heart.

5. The chief of a prominent tribe helped get a translation started with the church from his wife's language community. Then he traveled to the north of his country and met with a Bishop from another tribe. He invited them to partner in learning about Bible translation for their own tribe.

Chapter 5: Open Copyright License

Objective: The participants will understand the purposes and benefits of open copyright licensing. They will commit to releasing their work with a CC BY-SA license.

Core Concepts:

- Copyright is designed to protect writers and artists, but when used on Bibles, it can prevent people from getting the Word of God.
- Wycliffe Associates wants our church partners to own their translations (to always be able to access, download, copy, print, update, and/or translate their Bible).
- To ensure local church ownership, we use open licensing, called Creative Commons.

Task:

- Have all participants sign the Legal and Doctrinal Statement, agreeing to the Statement of Faith and agreeing that their work will be licensed under CC BY-SA.

Handouts:

- 5.1. Legal and Doctrinal Statement Signature Page
- 5.2. CC BY-SA Summary (Optional; also in Workbook p. 20)
- 5.3. CC BY-SA Full License (Optional)

Do not steal. Do not lie. Do not deceive each other (Lev. 19:11).

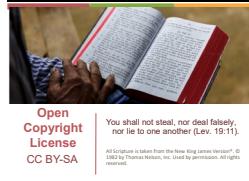
Time: 60 minutes

Workbook p. 17

Materials:

- ✓ Slide Deck: T3 Slides 05 Open Copyright
- ✓ White board, markers
- ✓ Copies of Handout 5.1, Legal and Doctrinal Statement
- ✓ Bible with place markers

Teacher's Notes:



Invite a participant to the front to write responses on the whiteboard.

Possible responses:

- To have the Word in their heart language.
- To understand and apply it.
- For growth, evangelism, and discipleship.
- For the glory of God.

Ask:

- Why do you want to translate the Bible?

- **What do you need to accomplish these goals?**

- **Is the Bible that you currently use copyrighted?**

Impact Story:

A Mayan Native Mexican language group approached us and asked us to help them update a previously published Bible in their heart language.

We talked to the publisher and were told no; we couldn't use the Bible as a source text since the publisher owns the copyright on it. Instead, they are required to start the translation from an open copyright, non-all rights reserved source.

Ask:

What do you know about copyright?

Copyright shows legal ownership of a document or work of art.

If you own a copyright, you have the legal right to keep others from...

- Making copies
- Printing
- Distributing
- Making changes
- Translating
- Posting online, even on social media
- Digital sharing

Teacher's Notes:

Possible responses:

- Source text
- Bilingual translators
- A way to distribute the translation.
- A plan to improve the translation.

Thank and have the volunteer at the whiteboard rejoin the group.



Anyone who wants to use a copyrighted Bible must get permission in writing to use what someone else owns. This can be difficult, expensive, and sometimes impossible to obtain.

Copyright keeps us and you from...

- Making the translation accessible to everyone
- Updating the translation when needed
- Legally using a translation as a source text

Copyright is not bad. It protects writers and artists.

But Wycliffe Associates doesn't believe that a copyright belongs on the Word of God.

Instead, WA uses Creative Commons Licensing, also known as CC BY-SA.

CC stands for Creative Commons. CC is the organization that helps people license their work in a way which gives permission to anyone to legally copy, change, and distribute it.

BY stands for attribution. It means people may distribute or adapt the work if they give credit to the creator of the work.

"You must give appropriate credit, provide a link to the license, and indicate if changes were made.

You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use."—from Creative Commons website.

SA stands for Share Alike. This means when you or others remake and share something based on an original work, the same kind of license must be used for the new work. This gives permission to others to copy, adapt, and share your work.

Everyone who works on the translation team must give permission to the publisher (the local church) to use and share their work. This shows that you can legally publish it. It also guarantees that your

Teacher's Notes:

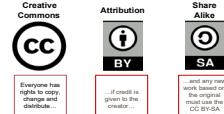
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Without additional permission, others cannot



Getting permission can be a lengthy and costly process.

Gives permission without being asked.



Everyone has
rights to copy,
share & distribute...

If credit is
given to the
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[See Website](#)

For reference only to answer any specific questions:

The English ULB is an adaptation of the 1901

language group will always have access to print and revise the translation as needed.

Everyone who works on the translation team must also work from a source text that is legal to use.

Wycliffe Associates provides the Unlocked Literal Bible as a source text. The ULB is licensed under the CC BY-SA license. We also have other open-licensed and public domain texts available in our translation software and on bibleineverylanguage.org.

Teacher's Notes:

American Standard Version, which is now in public domain. Most gateway language versions of the ULB are under the CC BY-SA license. A few, e.g., French, Burmese, are public domain texts.

Anyone can use the ULB as a source text, with no permission or fee. You don't have to partner with WA, or use the COBT 8-Steps—it's online and available as long as terms of the license are followed.

Translations (or other adaptations) based on the ULB must be released under the same license, and the team of translators/church/language community will hold the CC copyright.

Discuss:

- **Why do you think WA uses Creative Commons instead of Copyright?**



Jesus told His disciples to “freely give” as they had “freely received” (Matthew 10:8b ULB). This licensing allows us to model that command of Christ.

Wycliffe Associates wants to see source texts easily available, used legally, and translations easily shared and easily revised and reprinted by future generations.

In summary, under CC BY-SA, anyone may copy, distribute, translate or adapt the material without asking permission or paying fees.

At the same time, CC BY-SA also prevents others from taking the work and copying it as their own.

Teacher's Notes:

With CC BY-SA license

Permission is granted in advance to:



Make copies



Distribute copies



Make changes

You Must: Give attribution. Share alike.

If translators are concerned that a cult group might modify their translation if they don't copyright it, point out that a copyright doesn't prevent criminal activity. It simply gives the owner the right to take violators to court.

What does this mean for you and your team?

As leaders of the translation project, you'll need to

1. Be sure that everyone who works on the translation understands that they're giving permission to anyone who wants to use and share their work.
2. Be sure that everyone who works on the translation is working from a source text that is legal to translate.
3. EVERYONE who works on the translation must show their understanding by signing the online document here: <https://cobl.ck.page/ccbysa> or a physical document ([Handout 5.1](#)).
4. Any time you print even a portion of the Bible, you must include copyright information. Wycliffe Associates will help you with the exact words you need to include.

Before beginning translation work, you must receive written permission from all the translators to use their work in your published Bible. If you choose to use physical signatures instead of the link above, you will need to keep track of these signatures. We will also have you sign this form during this training. For simplicity, we have combined the agreements to the Statement of Faith (from Chapter 2) and the open license into one form.

You have a summary of the license printed on p. 20 in your Workbook.

If using the physical form, make copies of the Legal and Doctrinal Statement (Handout 5.1) before teaching this chapter.

The Statement of Faith is at the end of Chapter 2 (Trainer Guide), and in the Workbook pp. 5-7.

If everyone is comfortable, have them sign the statement. If not, address any questions and concerns.

Teacher's Notes:

The summary of the license is also included at the end of this chapter if extra copies are needed. A complete Creative Commons license is also at the end of this chapter. Make copies for any participants who prefer to have the full license in print. For other languages, see <https://creativecommons.org/licenses/>

Teach Back:

- Can you translate a work that is copyrighted?
 - If so, what steps must be taken before starting the translation?
- Who will own your translation?
- What can people do with the translated work?
 - How might this be good?
 - What might be some concerns?
- What could happen if a translation does not have a CC BY-SA license?

Confirm: Participants understand that their work will need to be licensed under CC BA-SA:

- To allow the best accessibility to the translation.
- To protect their continued ownership of their work.

Participants are committed to using legal source texts and licensing their translation under CC BY-SA. They understand and are committed to the task of keeping their translation team accountable to a legal process, including keeping up with translators' signatures so their work can be published legally.

Handout 5.1: Legal and Doctrinal Statement Signature Page

(If multiple copies are needed, label pages after printing): Page ____ of ____

Legal and Doctrinal Statement

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Chapter 6: Release Early, Revise Often

Objective: Participants will understand that releasing the translation for use does not mean it's done for good, but rather will need revisions and updates.

Core Concepts:

- Bible translations will never be perfect, but they can be made clearer by inviting community feedback.
- It is best when the translation team releases portions of the translation, as they are finished, for the entire community to use.
- Feedback from the community allows the translation team to make corrections and improvements before the official publication.
- Bible translations also need continual revision and updates as languages change. The local church should plan and oversee these periodic revisions.

Do not withhold good from those who deserve it, when it is in your power to act. Do not say to your neighbor, "Go, and come again, and tomorrow I will give it," when you have the money with you (Prov. 3:27-28).

Time: 15-30 minutes

Workbook p. 21

Materials:

- ✓ Slide Deck: T3 Slides 06 Release Early Revise Often
- ✓ Bible with place markers

Introduction:

We're going to talk about when the translation is ready to be shared with the language community.

We encourage our partners to release early and revise often.

During our training, you'll work on a Quality Assessment Guide, to outline quality standards for your translation. You want your translation to meet those standards before it's released, but no translation will ever be perfect.

- So, when should a translation be shared with the language community waiting for it?

Impact Story:

Martin Luther was one of the first people to translate the Bible from Hebrew and Greek into a common language: his language was German. He published portions of his German translation and looked for feedback from the community to improve his next publication of it.

Teacher's Notes:



Today, translations usually have small groups of people who review and offer updates to the translation. These groups decide when to release revised editions.

The idea of releasing the translation early and revising it often means:

Translators release their translation when they believe they have made it the best they can at the time. You don't need to wait until you've finished a whole book of the Bible.

Let's look at Ecclesiastes 11:2 and 4.

Discuss:

These verses talk both about being generous and about doing things now, because we do not know what the future holds. If the sower waits for perfect weather, he will never sow. In the same way, if translators wait to release their work until it's perfect, a translation will never be distributed.

Discuss:

- **Sometime translators feel uncomfortable with doing this. Why?**
- **What are some concerns you have?**
- **How could you address these concerns?**

As the translation is used, the translators will get feedback for corrections, improvements, and updates. You'll need to determine when and how to make those changes and

Teacher's Notes:

Ask a participant to read Ecclesiastes 11:2 and 4.



Ecclesiastes 11:2, 4

Give seed to the ground,
For you do not know what evil will be on the earth.

*He who observes the wind will not sow,
And he who regards the clouds will not reap.



The idea of releasing early can be daunting because translators often want their work to be perfect before it's released. Knowing ahead of time that past translators released their work early so that they could get feedback will help these translators to overcome their hesitancy and reassure them that letting people read their translation is a positive step for the local church.



Feedback
Corrections Improvements Updates

release the work again. Keep in mind that language changes over time, making revisions necessary.

Discuss:

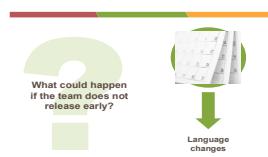
- **What kinds of changes might need to be made?**
- **How could the translation team and the Church encourage the language community to give feedback?**

If there are different denominations within the language group, the translation team may want to form a group of people from each denomination. This group can receive feedback and determine how often to make updates. By planning ahead, they won't be surprised and overwhelmed when changes need to be made.

Ask:

- **What could happen if the team does not release early?**

Teacher's Notes:



- In the past, translations have taken so long that the language had changed significantly. By the time the translation was released, it already needed to be updated to fit the language group.
- Remember that there are people who have never heard the Word. If we can get even a portion of the Bible into their hands, they have the opportunity to be saved.

Confirm: Participants understand the importance of both releasing early and revising often. They also understand the challenges, and have begun to discuss and address their own concerns about these things.

Chapter 7: Meaning-Based Translation

Objective: Leaders/translators will be able to describe what a meaning-based translation is and explain the difference between it and a literal translation.

Core Concepts:

- Accurate translations express the meaning of the original message.
- Translations usually need to adjust word order to clearly express the meaning of the original message.

Exercise:

- Meaning-Based Translation

They read in the book, The Law of God, making it clear with interpretation and giving the meaning so the people understood the reading (Neh. 8:8).

Time: 15-45 minutes

Workbook p. 23

Materials:

- ✓ Slide Deck: T3 Slides 07 Meaning Based Translation
- ✓ White Board, markers
- ✓ Bible with place markers

Introduction:

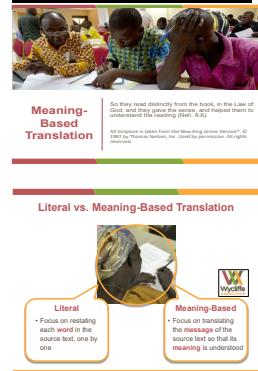
There are different styles of translation. In this session, we're going to talk about a style called meaning-based translation.

A “meaning-based translation” does not focus as much on individual words, but instead on the overall meaning of the message.

A literal translation tries to restate every word of the source text, one by one, as directly as possible.

We believe that the message of the original text should be translated so its meaning will be understood by you, the speakers of the heart language. This is meaning-based translation.

Teacher's Notes:



For reference only (to answer any specific questions): There are other styles of translation, including summary and paraphrastic. In these styles, the translator just gives his own expression of the message. We do not consider these to be valid translations.

People have produced versions of Scripture using these kinds of summary style (for example, the paraphrase The Message in English), and the versions can be very useful for other purposes. However, we should

When we orally translate (or interpret) a conversation or a sermon of a foreign speaker, translation is naturally meaning-based.

Some translators are concerned about every single word, afraid of missing one and saying something unholy.

However, the meaning and message of Scripture is what is sacred. The message must be recreated in heart-language words that express its meaning not only in an accurate way, but also in a natural and clear way. This requires translators to adjust certain words, and even the word order.

Discuss:

“Mucho gusto. Me llamo Juan” is a statement in Spanish.

What would that look like if we translated it word by word?

The word-by-word direct translation from Spanish to English would be “Much I like. Myself I call John.” Does this make sense?

A meaning-based translation would be “Nice to meet you. My name is John.”

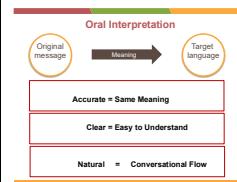
Here is an example of what a literal Bible translation would look like from Greek to English.

As you can see, word adjustments had to be made when going from the original language to the gateway language. As long as the meaning is preserved, we consider it an accurate translation.

If you speak more than one language, when you interpret from one language to the other, you’re most likely using meaning-based translation.

Some words will be very difficult to translate into the heart language. During training, translators will be shown how to treat these words, so the meaning of the

Teacher's Notes:
distinguish them from valid translations



Write on whiteboard:
“Mucho gusto. Me llamo Juan”.

Under each word, write the translation.

ὁ δὲ εἶπεν· Ἐλθέ· καὶ καταβῆς ἀπὸ τοῦ πλοίου ὁ Πέτρος περιεπάτησεν ἐπὶ τὰ ὑδάτα καὶ ἤλθεν πρὸς τὸν Ἰησοῦν.
οἱ δὲ εἶπεν Ἐλθε καὶ καταβῆς ἀπὸ τοῦ πλοίου οἱ Πέτρος περιεπάτησεν ἐπὶ τὰ ὑδάτα καὶ ἤλθεν πρὸς τὸν Ἰησοῦν
οὐδέποτε καὶ ἤλθεν πρὸς τὸν Ἰησοῦν

Difficult words will be addressed in the checking steps (steps 5-8, Chapter 9), rather than when they are doing their initial translation (steps 1-4, Chapter 8).

translation is the same as the meaning of the original text.

Exercise: Meaning-Based Translation

(Participant Workbook, p. 24)

Please translate these two sentences into your heart language.

Teacher's Notes:

This discussion also prepares the way for later steps, such as the discussion about Divine Familial Terms, Chapter 11.

"I am very blessed to be here today.

By God's grace and the power of the Holy Spirit, Scripture will be translated into our own tongue."

Allow everyone time to write their translation before discussing.

Call on different participants to share during the Teach Back.

Teach Back:

- Did you translate each word by itself, or did you translate the message?
 - Explain the difference.
- What would be the literal translation, word by word, from your heart language back into the gateway language?
- Explain or retranslate it in a meaningful way.

Discuss:

What would your Scripture translation be like if you translated it literally?

WA developed an 8-Step translation process to help translators in creating a smooth, meaning-based translation in their mother tongue. We'll explain the specific steps of COBT 8-Step translation later in our training.

Confirm: Participants understand and share the goal to have a meaning-based translation, and a translation that sounds natural and clear in their heart language.

Chapter 8: 8-Step Translation: Drafting Steps (1-4)

Objective: Participants will understand and try the four drafting steps so they can personally experience the results.

Core Concepts:

- Wycliffe Associates uses an 8-step process for producing meaning-based translations that sound natural and clear in the target language.
- The first four steps are Consume, Verbalize, Chunk, and Blind Draft.
- These steps must be done in order and within a set amount of time in order to produce a natural-sounding translation.

Exercise:

- Practice Drafting a Translation:** Participants practice the four drafting steps.

Handouts:

- 8.1 COBT 8-Steps Handout**
- 8.2 Translating the 8 Steps (Optional; also in Workbook pp. 29-32)**
- 8.3 8-Step Translation Bookmarks (Optional)**
- 8.4 Book Difficulty Levels (Optional; for Instructor's reference)**

Then Jeremiah called Baruch son of Neriah, and Baruch wrote in a scroll, at Jeremiah's dictation, all the words of Yahweh spoken to him (Jer. 36:4).

Time: 60 minutes

Workbook p. 25

Materials:

- ✓ *Slide Deck: T3 Slides 8 Translation Drafting Steps*
- ✓ *Copies of Handout 8.1: COBT 8 Steps Handout*
- ✓ *Copies of Handout 8.3: 8-Step Translation Bookmarks, if desired*
- ✓ *Bible with place markers*
- ✓ *Plain notebook paper, if needed*
- ✓ *Copies of source text (see notes in Handout 8.4 about choosing what to translate)*

Introduction:

The COBT 8-Step translation method is a process to create meaning-based translations. Through 8 steps, this method first focuses the translator on natural wording of the meaning, and then applies careful checking to assure accuracy and completeness.

COBT 8-Step Translation involves many people (church partners, translators, and facilitators) working together around the world. We assist the local church worldwide,

Teacher's Notes:



Then Jeremiah called Baruch the son of Neriah, and Baruch wrote in a scroll all the words of Yahweh which he had spoken to him (Jer. 36:4).

All scripture is taken from the New King James Version®. © 1982 by Thomas Nelson Inc. Used by permission. All rights reserved.

MAST Mobilized Assistance Supporting Translation

- M** • Mobilized—many people working together to advance Bible translation globally
- A** • Assistance—assisting the local church
- S** • Supporting—providing training to the local church—processes, resources, and tools
- T** • Translation—partnering to get a Bible in Every Language

providing training, materials, and tools for the local church, to get a Bible in Every Language.

The first four steps are drafting steps.

TIMING is very important with these steps. They also must be done within one sitting.

From this point, I'm going to lead this session as if you're a group of translators.

Step 1: Consume

On your own, read the whole portion of text for understanding. Each of you will read your passage of Scripture to yourself, trying to understand the meaning and details to get a general overview of the text.

This step should take no more than 5–7 minutes (first reading, then thinking about the passage). If the passage is longer and needs more time, it's best to split it into 2 or more passages.

If you struggle to understand something in the passage, it's also OK to pause and ask team members a question. **HOWEVER**, you should then read the passage again from the beginning and restart the time.

Step 2: Verbalize

Speak out loud to a partner in the target language, telling them about what you've just read. This is a summary.

Try to include:

- What are the big ideas?
- What events and people were in the passage and what did they do?
- What key words and key terms are in this passage? (You may mark them in the source text as you go.)

The important thing in this step is that you express the passage out loud to help you remember and understand what it was about.

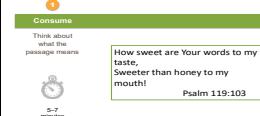
Teacher's Notes:

The 8 Steps of MAST



The time frames given in these steps reflect research on memory capacity, which will be discussed in Chapter 22.

Drafting Steps Defined



Step 1: Psalm 119:103

If time allows, and if it is culturally appropriate for the group, teach hand gestures (or invite participants to make up hand gestures) for each step. Have participants name each step in their heart language.

Drafting Steps Defined



Step 2: Psalm 119:13

Some translators are tempted to look back at the text during this step. Remind them that this is to be done only from memory.

8-Step Translation: Drafting Steps (1-4)

Chapter 8

This should take about 2–3 minutes.

Step 3: Chunk

On your own, look at the passage of Scripture and break it into smaller parts (complete thoughts) that you can remember and rewrite. This will usually be about 1–4 verses, but push for the maximum amount of text that you can remember, ***without*** being able to memorize.

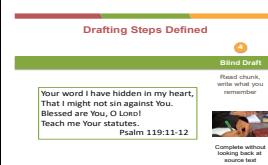
This step should take about 5-7 minutes.

Teacher's Notes:



Step 3: Psalm 119:18

There is NO requirement for minimum or maximum SIZE of the “chunks”. The length will depend entirely on the ability and culture of each individual translator.



Step 4: Psalm 119:11–12

Step 4: Blind Draft

On your own, look over the first chunk in your passage, doing steps 1 and 2 again for that chunk only. Then, hide the source text from your view, and write that chunk in your mother-tongue.

Consume, verbalize, and then blind draft each chunk, one at a time, until all the chunks of Scripture in that passage are written.

The goal is to express the meaning in natural language. Do not expect the blind draft to be perfect! Remember, this is your first draft—it will be checked and refined.

Exercise: Practice Drafting a Translation

Let's practice these first four drafting steps on pages 27-28 in your Workbook. Use the lined paper for what you're writing and leave a blank line between each line that you write to allow room for checking steps.



Assign each participant a different passage. If the team will be starting their translation project during this workshop, assign chapters from that project (such as Mark if they are beginning a New Testament project, or Joshua if they are starting an Old Testament project).

Teacher's Notes:

If you are training a team of leaders only (not translators), assign passages of less than 10 verses for practice. Ideas include:

Matthew 12:9-14

Luke 17:11-19

Titus 3:1-8

Mark 6:1-6

Mark 6:7-13

Mark 6:45-52

Luke 18:1-8

You may want to choose passages that coordinate with checking resources you plan to use with Chapter 12.

If time allows and it would be helpful for the team to have the 8-Steps in their heart language, have the team translate the COBT 8-Steps. Use Workbook pages 29-32. Handout 8.2: Translating the 8-Steps (at the end of this chapter) has the same content, if extra copies are needed.

Participants should complete the Exercise before moving on.

Discuss:

- What do you think will happen if you skip any of these steps?

Examples of consequences when skipping drafting steps:

1. Without Consume

- Flow and connectors are lost.

2. Without Verbalize

- You won't remember it as well.

Be ready to give other examples for reinforcement.

Input and output benefits refer to educational theories about

- Chunking will be more difficult because this is a building element of chunking.
- You will lose the benefits of combining input and output.
- Skipping this will also result in “cheating” (looking at text during blind draft).

3. Without Chunk

- If the chunks are too small, you’ll lose connectors.
- The story is lost.

4. Without Blind Draft

- You will lose naturalness.
- The translation will sound choppy or foreign.
- There will be too many borrowed words.

Discuss:

- Did you follow the first four steps carefully?
- How do you feel about your draft?
- What steps of the process did you wrestle with most?
 - Why?
- Are you eager to check your work and improve it?

Teacher's Notes:

memory enhancement through different types of experiences with information, and short-term versus long-term memory. **Taking in** information allows you to remember a little, but **expressing** the same information enhances your memory dramatically, and increases your ability to understand the information. We'll cover one of these theories, the “Cone of Experience”, in Chapter 22.

Try it

Are you surprised by what you can do?
What is difficult?
Are you ready for the next steps?

Give participants **Handout 8.1: COBT 8-Steps** to keep as a reference. Give out Handout 8.3: 8-Step Translation Bookmarks also, if desired.

Confirm: Participants understand that the COBT 8 Steps of Translation are designed to create a meaning-based translation. They have tried the first four drafting steps and understand the importance of maintaining order and timing for these steps.

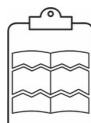
COBT 8-Steps Handout



Step 1: Consume – Read your entire chapter. Try to understand the meaning and the main point of the chapter.



Step 2: Verbalize – In your mother tongue, say aloud what the chapter communicates. Focus on understanding and key points, people, places, and things.



Step 3: Chunk – Break the chapter into smaller pieces. These pieces should be complete thoughts and will generally be 1–4 verses.



Step 4: Blind Draft – Repeat Consume and Verbalize for a chunk, turn your paper over, then write what you remember from your chunk. Complete as much as you can remember from the chunk without looking at anything. Don't worry: if you miss anything, you will have the chance to add it in the checking steps. Repeat with each chunk until you finish the chapter.



Step 5: Self-Edit – Make sure you have both your draft and the source text in front of you. Compare the draft to the source text. Look for any errors. Check for correct spelling, punctuation, and missing or added content. Correct your draft. Use resources in this step.



Step 6: Peer-Edit – Share your translation with a partner. Ask the partner to look for mistakes or points of confusion, or any place where the wording does not sound natural. Work through corrections together. Use resources in this step.



Step 7: Key Word Check – For this step, use or create a key word list for this passage of Scripture. Work with a partner to check that every key word is represented in the text. If something is missing, work together to correct it. If there are more than a few words missing, go back to self-edit. If most words are there, ask for definitions of each word to make sure they are the appropriate words. Use resources in this step.



Step 8: Verse-by-Verse Check – Get two partners to be your checkers. Read your translation aloud to them one verse at a time. The first checker will translate each verse aloud back into the source language, while the second checker looks at the source text and listens to make sure that the translation is accurate and complete. Work together to give a final check to everything, making sure it is all correct. Use resources in this step.

Try to involve many different group members at different steps, so that many translators are adding suggestions to improve the quality of the translation—as well as to make any appropriate changes.

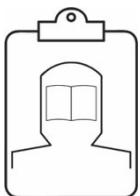
If you are not satisfied at any point, pray about it and ask God for guidance, and then ask others for input. Some things may not be resolved within one sitting or even one event. These things may require further help from others.

Handout 8.2: Translating the 8-Steps

Optional; also in Workbook pp. 29-32

COBT 8-Steps

Follow the 8 steps to translate these instructions into your Gateway Language.



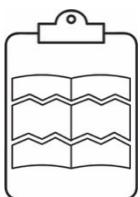
Step 1: Consume – (On your own) Read the whole portion of text for understanding. Everyone will privately read their passage of scripture, trying to understand both the meaning and details of the text to get a general overview of the text.

(This step should take no more than 5—7 minutes. If the passage is longer and needs more time, that is okay, but in this situation the translator should stop at the 10-minute time, reflect on what has been read so far, and then continue reading.)



Step 2: Verbalize - (With a partner) – In your mother tongue speak out loud to a partner some brief thoughts on the scripture that you have just read. This is not a discussion or analysis, but a summary of the main people, events, and ideas.

- What are the big ideas?
- What events and people were in the passage and what did they do?
- The important thing with this step is that you express the passage out loud to help you remember and understand what it was about. (This should take about 2-3 minutes).



Step 3: Chunk – (On your own) Look at the passage of scripture and break it into smaller parts (complete thoughts) that you can remember and rewrite quickly. This will usually be about 1-4 verses but push for the maximum amount of text that you can remember. Mark lines on your source text to show where you have chosen to separate the chapter into chunks. (This should take 5-7 minutes.)



Step 4: Blind Draft – (On your own) Look over the first chunk in your passage, repeating the Consume and Verbalize steps for that chunk. Then, hide the source text from your view, and write that chunk in your mother tongue. Express the meaning of the chunk in natural language. Repeat this process for each chunk, one at a time, until all the chunks of scripture in that passage are written. The goal is to express the meaning in natural language. Do not expect the blind draft to be perfect! Remember, this is your first draft; it will be refined.



Step 5: Self-Check – (On your own) Open the source text and look at it again. Compare what you have written to the source text and make appropriate changes. Make sure that all the key elements are included – check details, key words, and key terms. You may use any resources such as translation notes, translation questions, and translation words. If you are uncertain on any part of your translation, make a note to ask others.



Step 6: Peer-Check – (With a partner) Switch papers and have another member of your team edit what you wrote while you edit theirs.

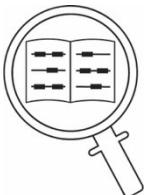
- Read the translation and compare it to the source text. You are not looking for word-forword or even verse-to-verse translation; you are looking to make sure

Handout 8.2: Translating the 8-Steps

Optional; also in Workbook pp. 29-32

the AUTHOR'S INTENDED MEANING is communicated. Is anything missing? Is it natural and smooth? Does it sound good in your language? Is it pleasing to your ear? Is it clear and understandable? Is it accurate? Are all the details there?

- Ask questions and make suggestions of ways the writer can improve the translation.



Step 7: Key Word Check – (With a partner) There are three parts to completing a key word check.

- First: Using BTT Writer or the source text, locate the key terms for the passage. Your team may also choose additional words to check. (*Note: a key term is any term that is important for communicating the theology of the passage: Holy Spirit, glory, or sanctification. A key word is any word of meaning-based importance. In other words, if that word were left out, the verse would not be the same. For example: Therefore, so, because.*)
- Second: With a partner compare the source text to the translated text checking that each key term and word is included. If a key term or word is missing redraft the chunk to be sure it is included. If several are missing, the translator should return to step 5.
- Third: Once all the key words and terms are present, work with your partner to check the accuracy of each key term asking, “What is the definition of the key term in the source text? Is the original meaning of this key term accurately translated?”

This whole process usually takes about 7-10 minutes for each chunk: a few minutes to identify terms and then time to define each word.



Step 8: Verse-by-Verse Check – (This step requires three people.) The translator will read their translation chunk by chunk, out loud, in the mother tongue. Without using any resources, one partner will listen to the mother tongue translation and, chunk by chunk, will verbally translate the mother tongue to the source language. A second partner will listen to the first partner's verbal back-translation and compare it to the source text. The two partners will suggest edits where appropriate.

The wording will not be exactly the same between the source text and the back-translation, but it is important that (1) the meaning in the translation is the same as the meaning in the source text and (2) that all of the events and important details found in the source text are present in the translation. If the meaning is not the same or all of the events and important details are not present, the text should be edited. The group should remember that resources and translation helps are available for use in this step, too.

Try to involve many different members at different steps so many people are adding suggestions for improving the quality of the translation. If the team is not satisfied at any point, pray about it and ask God for guidance. Also ask others for input. Some things may not be resolved within one sitting or even one event and may require further involvement of others for improvement.

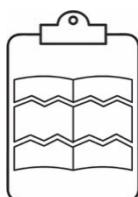
Handout 8.2: Translating the 8-Steps

Optional; also in Workbook pp. 29-32

COBT 8-Steps







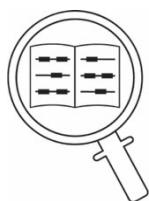


Handout 8.2: Translating the 8-Steps

Optional; also in Workbook pp. 29-32









Handout 8.3: 8-Step Translation Bookmarks

Optional

If you desire, copy this page on heavy paper or cardstock. Cut it in rows to make bookmarks. Give each participant a bookmark to keep as a quick reference.



Handout 8.4: Book Difficulty Levels

Optional; for Instructor's reference

How should you choose what to translate? First, consider whether translation has already begun in this language, or whether the team has content in a similar language that they have been given permission to revise. You might involve the leadership team in the decision. After the event, they will choose when (in what sequence) to translate each book. Consider:

- What does the church community want to be translated?
- How experienced is the translation team?
- How much Biblical content has been translated into this language?

After noting which books have no previous usable work and must be translated from the very beginning, consider each book's difficulty level.

For a training workshop, we recommend choosing an easier book so that new translators will be encouraged by their progress. You may choose a book that is shorter, so your team can finish the entire draft quickly. You may choose a book that is not difficult, so the team can focus on learning the 8-Step process without facing overwhelming decisions about the translation.

Remember, translation is a skill that grows with experience.

Because translation is a skill that grows, it is wise to start translating content that is less complicated so that the translators can learn the skill while translating something simple.

Usually, books that have more abstract, poetic, and theologically loaded terms and ideas are more difficult to translate. Books that are more narrative and concrete are generally easier to translate. Here is a chart of suggested book difficulty levels. Level 1 is the simplest, and level 4 is the most difficult.

	(chs.)	Level 1	(chs.)	Level 2	(chs.)	Level 3	(chs.)	Level 4
New Testament	24	Luke	28	Matthew	21	John	16	Romans
	28	Acts	16	Mark	16	1 Corinthians	6	Galatians
	1	Philemon	6	1 Timothy	13	2 Corinthians	6	Ephesians
			4	2 Timothy	5	1 Thessalonians	4	Colossians
			3	Titus	3	2 Thessalonians	13	Hebrews
			5	James	1	Jude	5	1 Peter
			1	2 John	4	Philippians	3	2 Peter
			1	3 John			5	1 John
			22	Revelation				
Old Testament	(chs.)	Level 1	(chs.)	Level 2	(chs.)	Level 3	(chs.)	Level 4
	24	Joshua	50	Genesis	27	Leviticus	42	Job
	21	Judges	40	Exodus	31	Proverbs	150	Psalms
	4	Ruth	36	Numbers	12	Ecclesiastes	66	Isaiah
	31	1 Samuel	34	Deuteronomy	8	Song of Songs	52	Jeremiah
	24	2 Samuel			5	Lamentations	48	Ezekiel
	22	1 Kings			12	Daniel		
	25	2 Kings			14	Hosea		
	29	1 Chronicles			3	Joel		
	36	2 Chronicles			9	Amos		
	10	Ezra			1	Obadiah		
	13	Nehemiah			7	Micah		
	10	Esther			3	Nahum		
	4	Jonah			3	Habakkuk		
					3	Zephaniah		
					2	Haggai		
					14	Zechariah		
					4	Malachi		

Chapter 9: 8-Step Translation: Checking Steps (5-8)

Objective: Participants will apply the 4 checking steps to their translation draft, so they can personally experience the results.

Core Concepts:

- The last four steps of COBT 8-Step translation are checking steps to ensure accuracy of the translation.
 - The checking steps must be done in order, but have no time limit: Self-Check, Peer-Check, Key Word Check, and Verse-by-Verse Check.
 - Key words include spiritual or abstract terms; words that carry significant meaning; and words that are repeated in the passage.

Exercises:

- Practice Checking a Translation Draft
 - Key Words Exercise

Handout:

9.1 Key Words Exercise: Luke 17 (Optional; also in Workbook pp. 38-39)

Note: This chapter can be broken into two sessions if participants are new to translation.

Two people work better than one; together they can earn a good wage for their labor. For if one falls, the other can lift up his friend. However, woe to the one who is alone when he falls if there is no one to lift him up (Eccl. 4:9-10).

Time: 45-60 min. plus
60-90 min. for Exercises,
20 min. review
(Add 30 min. if using
additional bilingual Exercise.)
Workbook p. 34

Materials:

- ✓ *Slide Deck: T3 Slides 09*
Translation Checking Steps
 - ✓ *White board, markers*
 - ✓ *Extra copies of Handout*
8.1: *COBT 8-Steps*
Handout if needed
 - ✓ *If training in a Gateway*
Language, print copies of
Luke 17 in the source text
used by your participants
 - ✓ *Highlighters or pens for*
each participant
 - ✓ *Bible with place markers*

Introduction:

We've mentioned that the COBT 8-Step translation process is designed to create meaning-based translations. The process focuses the translator on meaningful content and natural wording first. Then it applies careful checking to ensure accuracy and completeness. So far, you've learned about the drafting steps.

Teacher's Notes



MAST Checking Steps

MAST
Checking
Steps

Two are better than one, because they have a good reward for their labor. For if they fall, one will lift up his companion. But woe to him who is alone when he falls, for he has no one to help him up (Ecc. 4:9-10).

All Scripture is taken from the New King James Version®. © 1982 by Thomas Nelson, Inc. Used by permission. All rights reserved.

16.11.2011

If time allows, review

In the following, review

four steps: encouraging

four steps, encourage

participants to give

participants to give

16

by memory if you

If time allows, review the first four steps, encouraging participants to give each name by memory. If you use hand

The next four steps are checking steps.

Timing does NOT matter in these steps. Translators can take as long as they need to make changes.

Before the translation team begins translating, they will work together to decide the standards of quality they want to have in their translation. These standards will be a rubric to give them clear goals as they translate. This rubric is called your Quality Assessment Guide. It will be an important part of your checking process. We will discuss the Quality Assessment Guide in detail soon, but for now, let's get an overview of the checking steps.

I'm going to again lead this session as if you were a group of translators.

Step 5: Self-edit

On your own, open the source text and look at it again. Compare what you've written to the source text. Make any needed changes. Make sure everything is included and correct. Check details, key words, and key terms. Check for correct and consistent spelling, and correct punctuation. There are also resources to help you to check your own work. We'll practice using them in another session. Finally, make sure your handwritten work is easy to read.

Step 6: Peer-edit

Have another member of the team compare your translation to the source text and check for mistakes.

Sit together while your partner reads your translation and offers suggestions. Your partner should compare the

Teacher's Notes:

gestures or had participants name them in another language, use these memory cues here.



The Quality Assessment Guide is discussed in the next chapter. Some trainers prefer to teach the Quality Assessment Guide before covering the 8 Translation Steps. Teach these chapters in whatever sequence you feel is best for your group.



Checking resources are discussed in Chapter 12.

For Steps 5-8, use any resources and translation helps available.

Translators should refer frequently to their Quality Assessment Guide (covered in Ch. 10) and any resources available to them during the entire checking process.

If time allows, share:
Ecclesiastes 4:9 on the benefits of working with a partner and 1 Corinthians

translation to the source text to make sure nothing is missing or incorrect. You as the translator should make changes as needed to your own text.

Your partner should remember the following:

- Peer editors (or peer checkers) are not looking for a word-for-word translation; they're looking to make sure that the AUTHOR'S INTENDED MEANING is communicated.
- Peer editors should remember to use the Quality Assessment Guide. Some things they're looking for:
 - Is anything missing?
 - Is it natural and smooth?
 - Does it sound good in your language?
 - Is it pleasing to hear?
 - Is it clear and understandable?
 - Is it accurate?
 - Are all the details there?
 - Are the spelling and punctuation correct?
- Your partner (peer editor) should ask questions and make suggestions about your work. However, you as the translator are the one who will make changes in your own translation. The peer editor should not change things for you.
- If the two of you cannot agree on changes, you should get help from your other team members.

Remember that each person will be a peer editor for others on the team.

Step 7: Key Word Check

With a new partner, check key words.

There are two parts to this check:

- First have your partner read the passage in the source text and mark key words or terms. Next, your partner should ask you if these words are included in your text. Answer "yes" or "no." If there are several "no" answers, do not move forward. Instead, return to the self-edit and peer-edit steps.
- Secondly, if all the key words and terms are in the translated text (or only one or two are missing), and they

Teacher's Notes:

12:12–14 on God having given the body many parts

Step 7 checks both key words and key terms.

A **key term** is a word that has spiritual meaning (examples: Holy Spirit [e.g., in Luke 3:22], glory, or sanctification).

A **key word** is a word that is important to the meaning of the sentence (examples: all nouns; all verbs; numbers; and words such as therefore,

can be added easily), then move on by verifying each key word with these questions:

- Was the original meaning of this word accurately communicated?
- What is the definition of the word?

A resource called Translation Words will help with this step. We'll talk about it in another session.

Step 8: Verse-by-Verse Check

With two new partners as checkers, read your translation out loud to them one verse at a time.

The first checker will translate each verse out loud back into the source language (called a back-translation), while the second checker looks at the source text and listens to make sure that the back-translation is accurate and complete.

The wording of the back-translation will not be exactly the same as the source text, but it's important that the meaning is the same as the meaning of the source text and that all of the events and important details are there.

This is the last check, so if anything is missing, incorrect, awkward, or unclear, work together to decide what to edit or add. Work until everyone is satisfied that the translation meets the Quality Assessment Guide that the translators agreed upon.

If more than just a few mistakes are found, you as the translator should go back to step 5, and the team will re-do all the checking steps.

Involve as many different team members at different steps as possible, and be involved yourself, so many translators are making suggestions. This improves the quality of each other's translations. Make changes as needed. If at any point you are stuck, pray and ask God for guidance. Ask others for help. Some things may not be fixed in one conversation or at one time and may require involving others for improvement.

Teacher's Notes:

because, and so [e.g., in Luke 6:7]).

Quality Assessment will be discussed in Chapter 10. The Quality Assessment Guide should be completed before translators begin drafting. It sets the goals for their translation. Translators will need to use it as a standard to check their drafts. Because of this, Some trainers prefer to teach Quality Assessment before teaching the 8 Steps of translation.



Exercise: Practice Checking a Translation Draft

(Workbook pp. 27-28)

Let's practice these last four checking steps. We'll use the passages that you translated in Chapter 8, using partners as each step requires.

Teacher's Notes:

Try it

Check the work translated in last session Were there many errors? Did the checking steps improve the text?

It's ok if participants are not finished with their Quality Assessment Guide. Have them use the part they've done to help them see how the Guide and the COBT 8-Steps relate to one another. Their translated passages may also be used for practice with Checking Resources and the Reviewers' Guide in later chapters.

If they also translated the COBT 8-Steps, have them practice checking steps with it as well (Workbook pp. 29-32). It will be a helpful resource in their own language throughout the translation process.

Participants should complete the Exercise before moving on.

Discuss:

- What do you think will happen if you skip any of these steps?

Examples of consequences when skipping drafting steps:

5. Without Self-edit

- Ownership is lost.
- Responsibility for error correction is pushed on to others.
- Others may not want to point out mistakes.
- Steps 6–8 will take more work, making the process take longer.

6. Without Peer-edit

- Key words and phrases may be lost.



What happens if you skip steps?

Skipping steps can result in an inaccurate and/or unusable translation.

It is important for participants to understand that skipping steps will also actually result in more work.

Be prepared to share other examples for reinforcement.

Teacher's Notes:

- Quality may be lost.
- Naturalness is not affirmed.
- Awkward phrasing is not corrected.
- Opportunity to build partnership and camaraderie for future steps is lost.

7. Without Key Word Check

- There may be a lack of consistency in key terms and key words.
- Theological misunderstandings can happen because key terms or key words were not translated properly.

8. Without Verse-by-Verse Check

- Whole verses may be missing.
- Meaning may be unclear.

Notice that Step 8 is a catch-all for anything that was missed; clarity, accuracy, naturalness, flow, conciseness, key words, and understanding are all confirmed at this check.

Consider raising a crop. There are steps that must be followed, such as:

- Preparing the ground
- Planting at the correct time
- Planting at the correct depth
- Watering regularly
- Weeding regularly

If any steps are missed, you will get a crop, **but** it won't be as good as when every step is taken.

Care with each step will result in a quality translation.

Now that you have practiced each checking step, let's talk about the Key Word Check (Step 7) in more detail.

You probably noticed during the *Exercise* that different translators focus on different types of words during this step. They may choose different key words, or even disagree on whether or not a word is a key word. That is ok. But there are certain types of words that all translators should look for during this step.

Translators should have a good understanding of what a key word is, as well as how to check key words, in order to do Step 7 properly.

Other examples of steps in growing a crop:

- Saving good seed
- Planting the correct distance apart
- Fertilizing
- Harvesting at the right time



8-Step Translation: Checking Steps (5-8)

Chapter 9

Discuss:

- How would you define a key word?

Teacher's Notes:



List answers on white board or easel. If they give examples, put those in a separate list. Note that these might not be single words—for example, “Holy Spirit.”

A strong impact on meaning



Some teams include all names of people and places in their key word list, and some do not. Historically, not all of these have been included, but including them is not wrong; it is merely a preference.



Both Self-Edit and Peer-Edit provide opportunities to find these errors.

Discuss:

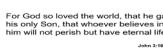
- When thinking about the 8-Step translation process, are there other steps where you might find errors in key words?

Even though there are two previous steps where key word errors could be caught, this step is essential because it concentrates the checking to specifically target words that express spiritual concepts, as well as other difficult concepts.

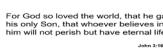
- Why do you think these words should be targeted in this separate checking step?

Some of these words are uncommon, or hard to translate. There may not be a precise equivalent for them in every language, so they may need to be carefully considered, or even created.

- What do you think are key words in John 3:16?



Have participants look over the verse and suggest key words. Write those on the board.



The list should include *God, loved, world, only, Son, believes, perish, eternal life.*

- **What would happen if any of these words are mis-translated or skipped?**

If any of these words are mis-translated or skipped, there would be an inaccurate and potentially harmful translation.

Think about the complex meaning of “perish” in this passage.

Would it be OK to use a word that means “die”? Why or why not?

Exercise: Key Words
Workbook pp. 38-39

Let's practice the Key Word Check again using Luke 17.

Teacher's Notes:

For **God so loved the world**, that he gave his only **Son**, that whoever **believes** in him will not **perish** but have **eternal life**.
John 3:16 (ULB)

Guide participants to see how the meaning would be changed without any of these words.

You may also want to discuss what the term “world” means in this passage: does it refer to all of creation? all living beings? etc.

The purpose of this *Exercise* is to guide participants in understanding how to choose **key words from a passage**.

Try it

Luke 17

If not using Workbooks, give participants Handout 9.1. **Note to trainers in Gateway**

Languages: You will need to prepare for the *Exercise* by either printing Luke 17 in the Gateway Language ULB or confirming that the participants will all have access to the ULB online.

If you are training multiple languages and will have internet, participants may access the ULB in their language for the *Exercise* and use pen and paper to write down the keywords.

Allow about 15 minutes for this *Exercise*. Remind them to

Teacher's Notes:

work together and to be ready to defend their choices of words.

Then, gather the groups back together to discuss what they found.



Discuss:

- **Do you think your lists will be the same?**

Choosing key words is not an exact process. It is OK for there to be some variance.

- **Do you think that some words will be the same on everyone's list?**

Some words are essential and should be on every list.

- **What words did you choose as key words out of this passage?**

- **What did you learn from this exercise?**

When translators do the Key Word Check, they should work together to choose their own words as they have just done in this *Exercise*.

Although this is not a timed step, if they take longer than 20–30 minutes for a chapter, they may be analyzing too much. They need to know that a longer list of key words does not always mean more clarity and precision. Be careful not to assume that too many words are key to the meaning and emphasis of the passage.

- **What should translators do once they have made their list of key words?**

Participants should quickly recognize that their lists won't be exactly the same.

Participants should quickly understand that yes, some words will be the same on everyone's list.

Compare their lists and ask them to defend their choices as needed. (If the teams are bilingual, you can do the added step of having them translate their list of key words into their heart language.)

Participants should be able to explain how each key word is checked against the new translation to make sure they are all represented.

There are three things translators should do once they have made their list of key words for a passage:

1. Compare their new translation with the source text and make sure each word is represented.
2. If a word doesn't exist in their language (this often happens), translators should discuss ways to convey the meaning in their language. They can use resources like Translation Words to get a better idea of what the word means, or Translation Notes to see what other translators have done. Sometimes a new word can be created, or several words can be joined to express the meaning of one word. Sometimes the word can be borrowed from the source text and/or transliterated.
3. If the team chooses a new way of expressing a key word, they should make a list for everyone to use as they translate other passages. This will help them to be consistent as a team. (If the team is checking the names of people and places as key words, they will want to include those words in their list.)

Remember these key points:

- A key word is a word/phrase that carries significant meaning in the passage, a spiritual or abstract term, or a repeated word. It is often a word/phrase that is hard to translate because the meaning is complex. In that case, it can be difficult to find a precise equivalent across languages.
- It's important to check key words separately from other steps.
- Choosing key words for a passage can be a group exercise that aids in many aspects of accurate translation.

Teach Back:

Now you will have the opportunity to teach these checking steps to one another as if you were leading your own workshop.

Teacher's Notes:

What to do with the key word list

1. Check translation for each key word.
2. Discuss difficult words and choose how to translate.
3. Create list to be used by all translators.

Confirm: *The participants understand and have practiced checking a scripture portion using the COBT 8-Step translation process. They understand the process of the Key Word Check and why it is important.*

Have participants practice "teaching" one step each, while the others ask questions.

Key Words Exercise

Luke 17

Read through the chapter and mark every word that you think is a key word. Keep in mind our definition of a key word:

- *a word that has a strong impact on the meaning of the passage*
- *an abstract word*
- *a spiritual term, or*
- *a repeated word.*

Remember that a key word can be a group of words.

¹ Jesus said to his disciples, “It is certain there will be stumbling blocks, but woe to that person through whom they come! ² It would be better for him if a millstone were hung around his neck and he were thrown into the sea than that he should cause one of these little ones to stumble.

³ Watch yourselves. If your brother sins, rebuke him, and if he repents, forgive him. ⁴ If he sins against you seven times in the day, and seven times returns to you, saying, ‘I repent,’ you must forgive him!”

⁵ The apostles said to the Lord, “Increase our faith.”

⁶ The Lord said, “If you had faith like a mustard seed, you would say to this mulberry tree, ‘Be uprooted, and be planted in the sea,’ and it would obey you. ⁷ But which of you, who has a servant plowing or keeping sheep, will say to him when he has come in from the field, ‘Come immediately and sit down to eat’? ⁸ Will he not say to him, ‘Prepare something for me to eat, and put a belt around your clothes and serve me until I have finished eating and drinking. Then afterward you will eat and drink’? ⁹ He does not thank the servant because he did the things that were commanded, does he? ¹⁰ Even so you also, when you have done everything that you are commanded, should say, ‘We are unworthy servants. We have only done what we ought to do.’”

¹¹ It came about that as he traveled to Jerusalem, he went along the border between Samaria and Galilee. ¹² As he entered into a certain village, there he was met by ten men who were lepers. They stood far away from him ¹³ and they lifted up their voices, saying, “Jesus, Master, have mercy on us.”

¹⁴ When he saw them, he said to them, “Go and show yourselves to the priests.” As they went away they were cleansed. ¹⁵ When one of them saw that he was healed, he turned back, with a loud voice glorifying God. ¹⁶ He fell on his face at Jesus’ feet, giving him thanks. Now he was a Samaritan. ¹⁷ Then Jesus said, “Were not the ten cleansed? Where are the nine? ¹⁸ Were there no others who returned to give glory to God, except this foreigner?” ¹⁹ He said to him, “Arise, and go. Your faith has made you well.”

Handout 9.1: Key Words Exercise

(Optional; also in Workbook pages 38-39)

²⁰ Being asked by the Pharisees when the kingdom of God would come, Jesus answered them and said, “The kingdom of God does not come with careful observing. ²¹ Neither will they say, ‘Look, here it is!’ or, ‘There it is!’ For look, the kingdom of God is within you.”

²² He said to the disciples, “The days are coming when you will desire to see one of the days of the Son of Man, but you will not see it. ²³ Then they will say to you, ‘Look, there! Look, here!’ But do not go out or run after them, ²⁴ for as the lightning shines brightly when it flashes from one part of the sky to another part of the sky, so will the Son of Man be in his day. ²⁵ But first he must suffer many things and be rejected by this generation. ²⁶ As it happened in the days of Noah, even so will it also happen in the days of the Son of Man.

²⁷ They ate, they drank, they married, and they were given in marriage until the day that Noah entered into the ark—and the flood came and destroyed them all. ²⁸ In the same way, even as it happened in the days of Lot—they were eating and drinking, buying and selling, planting and building. ²⁹ But in the day that Lot went out from Sodom, it rained fire and sulfur from heaven and destroyed them all. ³⁰ After the same manner it will be in the day that the Son of Man is revealed. ³¹ In that day let him who is on the housetop not go down to get his goods out of the house, and in the same way let him who is in the field not return. ³² Remember Lot's wife.

³³ Whoever seeks to gain his life will lose it, but whoever loses his life will save it. ³⁴ I tell you, in that night there will be two people in one bed. One will be taken, and the other will be left.

³⁵ There will be two women grinding grain together. One will be taken, and the other will be left.”

³⁷ They asked him, “Where, Lord?”

He said to them, “Where there is a body, there will the vultures also be gathered together.”

Chapter 10: Quality Assessment

Objective: Participants will understand the value of an objective guide to check the quality of the translation. They will be prepared to use it in checking their translation.

Core Concepts:

- Translators need a clearly defined, objective standard for what makes their translation a good, quality translation.
- There are basic characteristics that most churches around the world agree should be true of a good Bible translation; we call this list a Quality Assessment Guide.
- Translators should know these globally accepted standards, as well as any additional standards their language community values, before beginning their translation.
- Translators and the whole community should use these standards in checking the quality of their translation.

Exercises:

- (Optional) Exercise 1: Building the QA Guide: Participants demonstrate understanding of the Quality Assessment Guide's structure, and competence in adding new qualities, definitions, and questions if their team desires.
- Exercise 2: Practice Using the QA Guide: Participants demonstrate how to use the Quality Assessment Guide to find and correct mistakes in translation.

Handouts:

10.1 Quality Assessment Guide

10.2 Practice Using the Quality Assessment Guide (Optional; also in Workbook p. 44)

Now these people were more noble than those in Thessalonica, for they received the word with all readiness of mind, examining the scriptures daily to see whether these things were so (Acts 17:11).

Beloved, do not believe every spirit. Instead, test the spirits to see whether they are from God, because many false prophets have gone out into the world (1 John 4:1).

Time: 60 min. plus
30 minutes for Exercise 1
30 minutes for Exercise 2
Workbook p. 41

Materials:

- ✓ Slide Deck: T3 Slides 10 Quality Assessment
- ✓ Copies of **Handout 10.1 Quality Assessment Guide** (2 pages)
- ✓ White board and markers
- ✓ Bible with place markers

Teacher's Notes:

If participants are new to translation, this chapter can be broken into two sessions (break after Exercises 1).



Introduction:

What kind of translation do you hope to work on?

Everyone we work with tells us they're dedicated to creating a quality Bible translation. We all agree that quality assurance is important when translating God's Word.

One useful tool we've found to help ensure a translation meets the community standard is a Quality Assessment Guide. Let's talk about what this assessment is and how you can build one to ensure quality in your completed translation.

Discuss:

- When a local language community has translated Scripture using the COBT 8-Step translation process, is it ready to be used?
- Is that translation complete or should someone else check it and approve its quality?

Scripture checking has traditionally relied on an expert's opinion about the translation, even though different experts might think differently. In that model, the standard for a quality translation is subject to one person's view.

- Can you think of any problems with this method?

Teacher's Notes:



Possible answers include:

- The consultant might not know the language.
- They might not be recognized as an authority by believers in your community.
- They might not know the culture.
- It may take a long time before the consultant can review the translation.

Explain:

- **Wycliffe Associates is not the owner of the translation in any language.** We cannot require you to have an external professional check your work. **In addition, you are the experts in your heart language.** We believe the local churches own the translation and are the most qualified to affirm both quality and naturalness in their heart language.
- Our desire is to help translators have a standard they have agreed on, which they can use when measuring the quality of their translated Scripture.



- Globally accepted qualities will provide a starting point for a Quality Assessment Guide.

Discuss:

- Imagine that you are a pastor of a church in a minority-language community. One of your members, who is a new convert, brought you a Bible newly translated into your language. How would you know if it was a good translation?
- If you complete a project with the 8 Steps and show it to another tribe and say it is a good translation, what might they want to do?

It is important to be confident in your translation when you share it with others. One helpful step is to involve as many people as possible. This makes others more likely to accept the translation. We will talk about this in other chapters. Another helpful step is to use globally accepted standards to check your translation.

There are globally accepted standards that translators, consultants, and other organizations all over the world use to make sure Scripture translations are of good quality. Sometimes these standards are talked about, but not clearly defined or directly applied to translation.

A Quality Assessment Guide helps to make sure the standards of quality are clear and understood by everyone. It also gives us a tool to check the translation and affirm that it has these qualities.

What is a **Quality Assessment Guide**?

- The Guide is simply a list of **qualities or characteristics with definitions** that will help you ask the right **questions** to check your translation. It answers the question, “What makes a good translation?”
- These qualities should be about what the translation says (its content), not about how it was made or what it looks like when published (process or production).
- The Guide will provide the translation team with an objective standard. **All translators must be**

Teacher's Notes:



For example: “must be published with a green cover” or “must use a large font” are about the publication, not about the content. Publication qualities will be addressed

committed to uphold this standard as they translate and check their translation.

- They become familiar with the standard before translating. Then they use the standard during the checking steps (COBT steps 5-8) and during the refinement process to assess the quality of their work.
- **We start with the globally accepted qualities.** Each language community may also add its own standards for what their translation needs in order to be a good quality translation. They would add to it by taking their **ideas** about “what makes a good translation?” and applying **definitions to those ideas**. The definitions are used to **create questions** about the quality of the translation.
- **What qualities or characteristics do you want to be true of your translation?**

Let's look at the list globally accepted standards. Many of them are characteristics you've already mentioned.

Most churches and translation organizations around the world agree that translation standards should include these qualities:

1. **Accurate**
2. **Correct style**
3. **Clear**
4. **Natural**
5. **Faithful**
6. **Historical**
7. **Grammatically correct**

Let's take time to discuss each one. This discussion will help us to understand the globally accepted standards. You

Teacher's Notes:

later with a Community Acceptance Plan (Chapter 19).

The QA Guide needs to be discussed and agreed on by all members of the team. As they translate, this Guide will be the goals that they work towards. When they release any work for community checking, this Guide will determine the questionnaire that they give the community to invite feedback.

Invite a volunteer to write ideas on white board, or have the team split up and discuss in groups.

If needed, emphasize that we're not asking about publication qualities such as cover, ink, paper weight, etc. We're asking about the content.



Remember, do not distribute the Quality Assessment Guide until participants have completed this discussion.

Point out which qualities were already mentioned by participants.

will be given this complete list after our discussion, so you don't need to write everything down unless you want to. Later, we'll do an exercise to help us understand how to check the translation to make sure these qualities are kept throughout the translation.

While everyone would agree that a translation needs to be accurate and clear, people have different definitions of what those terms mean.

Your entire translation team will need to understand what each quality means, so they will understand how each quality directs their work. The next column in our chart will give a definition for each quality.

- **How would you define “accurate”?**

1. “Accurate” can be defined as, “The meaning of the translation is the same as the meaning of the source text.”

This means that:

- Nothing is added.
- Nothing is missing.

- **How can we check the translation to make sure it has this quality?**

Each quality should have 2-3 questions that can be answered with “yes” or “no”. Your translators, and later your community, will answer these questions when they read a portion of the translation. Their answers will tell you if you've succeeded in your goals.

- **What are some questions you could ask to check the translation for accuracy?**

For **accurate**, you may want to ask someone to read a verse/chunk and ask,

Teacher's Notes:

For each standard, ask the group how they would define it. Guide them to understand the definition given. Share the bullet points as reinforcement of these definitions.

Allow them to discuss and perhaps debate the best definition before sharing our definition.

Quality Assessment Guide

<input checked="" type="checkbox"/> Quality Accurate
<input checked="" type="checkbox"/> Definition The meaning of the translation is the same as the meaning of the source text. <ul style="list-style-type: none">• Nothing is added.• Nothing is missing.



Wait for brief discussion before sharing the questions on the QAG.

- “Is anything added?”
- “Is any information missing?”
- “Is the meaning the same as in the source text?”

If any answer reveals a weakness, that should be noted for the translator to check and edit.

Each quality on the Guide is explained and assessed in the same way: with a clear definition, and two or three questions. Let's look at the rest of the global qualities on the Guide.

Teacher's Notes:

Lead the team through a similar discussion for each quality. Guide them to understand the definition given. Use the questions to help them understand how to check for each quality.

Allow time for questions and clarification if needed.

2. Correct style—The translation uses the same style as the source text.

- Poetry is expressed as poetry, narrative (story) as narrative, etc.
- Prophecy is not interpreted.
- Teaching sounds like teaching.
- The tone (or emotion) is consistent with the source text.

Quality Assessment Guide	
<input checked="" type="checkbox"/>	Quality Correct Style
<input checked="" type="checkbox"/>	Definition The translation uses the same style as the source text. - Poetry is expressed as poetry, narrative (story) as narrative, etc. - Prophecy is not explained. - Teaching sounds like teaching. - The tone (or emotion) is consistent with the source text.

Questions for **correct style**:

1. Does this passage sound like a story (If it is a narrative portion) or a poem (if it is poetry) or teaching (if it is an epistle) or prophecy (if it is Revelation)?

3. Clear—The language and wording are simple and direct.

- When read, its meaning is easy to understand.

Quality Assessment Guide	
<input checked="" type="checkbox"/>	Quality Clear
<input checked="" type="checkbox"/>	Definition The language and wording are simple and direct. - When read, its meaning is easy to understand.

Questions for **clear**:

1. Does the translation use common, simple words?
 2. Is the meaning easy to understand?
 3. Is the message presented the way our language would present such a message?

4. Natural—The translation uses language and style that is common.

- The translation sounds the way people talk or write.

Questions for **natural**:

1. When read, does the translation sound like people talk or write in your language?
2. Is it easy to read?
3. Does it read smoothly?

5. Faithful—The translation does not favor one opinion over another in theology.

- There is no denominational bias, such as adjusted wording to support a particular baptism practice.

Questions for **faithful**:

1. Does the translation adjust words or wording to imply a theological bias?
2. Does the translation avoid explaining what the source text leaves unclear?
2. Does the passage add “church” words or phrases that are not in the source text?

Teacher's Notes:

Quality Assessment Guide

- Quality
Natural
- Definition
The translation uses language and style that is common.
• The translation sounds the way people talk or write.

Quality Assessment Guide

- Quality
Faithful
- Definition
The translation does not favor one opinion over another in theology.
• There is no denominational bias, such as adjusted wording to support a particular baptism practice.

Note on “**faithful**”: The goal of this standard is that translators will carefully avoid adding, taking away, or interpreting anything in the source text. Doctrinal disagreements often come from the effort to define what Scripture leaves unclear. It is against natural impulse to leave something unexplained, but a **translation** does not define or explain the Bible. It simply communicates what God has said, no more and no less. If the original text leans toward one theological idea or another, translators should honor the original meaning. However, they should not change or add wording to “clarify” what is unclear in the source text.

6. Historical—The translation maintains the geography, environment, and time of the source text.

- Names of people and places are consistent and correct.

Quality Assessment Guide

- Quality
Historical
- Definition
The translation maintains the geography, environment, and time of the source text.
• Names of people and places are consistent and correct.
• Plants and animals are accurate to the historical environment of the Scripture.

- Plants and animals are accurate to the historical environment of the Scripture.

Questions for **historical**:

1. Are names of places kept the same as the source text?
2. Are any words about the setting, such as names for plants and animals, correct for the original environment? (For example, a fig tree is called a fig tree and not some other kind of tree.)
3. Are weights, measures, dates, and other historical words represented equally and consistently?

7. Grammatically correct—The grammar and punctuation of the target language is consistent and correct.

- Capitalization and punctuation rules are followed.
- Spelling and grammar are correct.

Questions for **grammatically correct**:

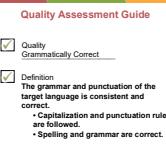
1. Is all capitalization correct? (Consider names of people and places, first word of sentences, and other capitalizations according to your grammar rules.)
2. Is the proper format for quotes (the exact words people spoke) used?
3. Is proper end punctuation used?
4. Are all words spelled correctly?
5. Are all verses marked?
6. Are the paragraphs marked/indented?

- Do you think any other qualities should be added? Consider the list we made at first.

If your language group is satisfied with the list without adding any qualities, we will skip *Exercise 1*. If members of the translation team or community feel that other qualities need to be added, use Workbook p. 27 with your whole team to decide on definitions and questions for each item.

Exercise 1 (Optional): Customizing the QA Guide
(Workbook p. 43)

Teacher's Notes:



After discussing all standards, give participants Handout 8.1 Quality Assessment Guide.



Use Exercise 1 for participants to add qualities

Discuss your list of qualities with your team, to make one master list.

Where ideas differ, take time to discuss what you mean by each quality and identify what is most important to your team and to your community.

- **How would you define each quality? Consider the best wording for your definitions, to communicate your standards to your language community.**

- **What questions could you ask reviewers to see if the translation meets each standard?**

After your team understands and is satisfied with the list of standards and the definitions for each quality, you'll need to communicate these standards to your community.

When your translation is fully drafted and you invite the community to help you revise your work, you can use this Quality Assessment Guide to request their feedback.

Exercise 2: Practice Using the QA Guide (Workbook p. 44)

Now, we'll practice checking a translation to make sure the qualities in our Quality Assessment Guide are present.

Teacher's Notes:
and definitions for their specific language group, if they desire. If training leaders only, they may want to wait to do this exercise together with their entire translation team.

The team should consider opinions of the entire community, including different churches.

Work through a discussion of any they add to customize their Quality Assessment Guide.

Leadership teams do not have to make a complete a QA Guide themselves. Each language group (including the translators) will customize their own official list, starting with the global standards discussed here.

After Exercise 1, you may allow a short break if needed.

Try it

Matthew 1:18–25

The complete Exercise can be found at the end of this

On page 44 of your workbook, you have a “source text” and a “draft.” Compare the two passages, and use your Quality Assessment Guide to check for errors or problems. When you are confident you have caught the errors, we will discuss your findings together.

Teacher's Notes:

chapter if extra copies are needed.

The “draft” in Exercise 2 has intentional errors inserted for the trainees to find.

The “source text” in the Workbook is the Unlocked Literal Bible (ULB) from bibleineverylanguage.org

Allow 20 minutes for participants to work individually. Then discuss their answers as a group.

Answer Key for Quality Assessment Exercise 2

Following is the “draft” with the mistakes in **BOLD**, for the trainer’s reference only.

DO NOT read this section to participants.

Matthew 1:18–25

18 The birth of Jesus Christ happened in the following way. His mother, **Marry**, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the (**Holy** is missing from the draft) Spirit.

19 But Joseph, her husband, was a **meritorious (this is not simple, common language; the word “righteous” would also be more faithful because it does not communicate earned favor with God)** man and did not want to publicly disgrace her, so he intended to divorce her quietly.

20 As he thought about these things, an angel of the Lord appeared to him in a dream, saying, **"Joe (not a historically accurate name of Joseph) son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit.**

21 She will bear a **child (son is more specific than child)**, and you will call his name **Jesus**, for he will save his people from their sins." **(missing closing quotation mark)**

22 Now all this happened to fulfill what was spoken by the **lord (L should be capitalized)** through the prophet, saying,

23 "Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel!"—**which being translated is "God with us."** **(this phrase is missing)**

24 Joseph **up from his sleep arose (does not sound like a native English speaker)** and did as the angel of the Lord commanded him, and he took her as his wife.

25 But he did not know her until she gave birth to a son **in Bethlehem (this is extra information and it should be deleted)**. Then he called his name Jesus.

Discuss:

- **What problems did you notice?**
- **Did your quality assessment catch these problems? Which qualities or questions helped you to find them?**
- **How would you suggest correcting them?**
- **Did you find other problems that were not addressed by your Quality Assessment Guide?**

Teacher's Notes:

When discussing the errors, you do not need to point them all out. Instead, use the discussion time to review what they found and to encourage teamwork in finding errors. If there are disagreements about how something should be corrected, encourage them to find consensus.

Participants may recognize qualities that they have missed when building their QA Guide. Encourage them to write these down.

Encourage them! This is a lengthy but important process. The goal for leaders is that they understand the process as well as the purpose, and are confident in leading their own team of translators to understand, customize, and use the Quality Assessment Guide.

When you train teams of translators, a Quality Assessment Guide should be completed before translation begins. Your Guide should include these globally accepted standards, but you will want to involve the entire translation team in reviewing and adding to the list if they desire.

You will want to translate your Quality Assessment Guide into the heart language of your community before sharing it with others.

Let's look back at the four checking steps.

Have volunteers name the four checking steps: 5. Self-Edit; 6. Peer-Edit; 7. Key Word Check; 8. Verse-by-Verse Check.

Now look at your Quality Assessment Guide.

- **What qualities on your list can you check during the checking steps of the 8-Step translation process?**

- If there is a quality on the list that's not checked during the 4 checking steps, how can you apply that quality and check the text for it? (There could be more than one of these.)

Teacher's Notes:

Go through your Guide and match the checking step to the quality being assessed.

There is space for participants to list their answers on Workbook p. 46. There are more than one right answer. Guide participants to start making connections between the Quality Assessment Guide and the checking steps, and to see how this tool helps the translation process.

Notice that during the 8 Steps, we are focusing usually on one chapter at a time. **After the 8 Steps of translation are complete, you will do several refinement checks that will help you overview your entire translation.** Your team will want to invite your community to use your translation and give you feedback before publishing. The Quality Assessment Guide will be an important part of this refinement process. It will allow you to involve many people in checking every part of the translation for the most important characteristics of a good translation.

Confirm: Participants understand the need for a Quality Assessment Guide. They can guide translation teams in completing a Guide for their translation. They understand how their Quality Assessment Guide will help translators through the process of the checking steps. They also know that it will be used during the community refinement process.

Handout 10.1: Quality Assessment Guide

Quality Assessment Guide Chart

Standard	Definition	Yes/No Questions
Accurate	The meaning of the translation is the same as the source text.	Does the text in our language say the same thing as the source text? Is anything added? Is anything missing?
Faithful	The translation does not favor one church's doctrinal beliefs over others.	Does the passage use any words or wording that could favor one church's teachings over another church's teachings, such as adjusted wording to describe the style of baptism? Does the translation avoid explaining what the source text leaves unclear? Does the passage use words that only specific churches would use?
Historical	The translation uses words and names that fit the Bible's place and time.	Are names of people and places <u>kept</u> the same as in the source text? Are they consistent? If there is information about the Scripture's historical environment, is it translated to reflect the correct place and time? Are the words about the setting, such as names for places or animals, correct for the original location and time of the Bible? Are weights, measures, dates, and other historical words represented equally and consistently?
Clear	The language and wording are simple and direct.	Are simple words used? Is the translation easy to understand?
Natural	The translation uses language and style that are common.	Is the message presented the way our language would present such a message? When it is read, does the translation sound like people write or talk in our language? Is it easy to read? Do sentences <u>read</u> smoothly together?
Correct style	The translation uses a style in our own language that fits the style used in the original text.	Does the passage sound like a story (if it is a narrative portion)? Does it sound like a poem (if it is poetry)? Does it sound like teaching (if it is Jesus' teaching or an epistle)? Does it sound like prophecy (if it is Revelation)?
Grammatically correct	The grammar, punctuation, and spelling are correct and consistent. Verses and paragraphs have been checked.	Are grammar and punctuation used correctly to help us understand the meaning? Is all capitalization correct? Are the proper marks used for quotes? Is proper end punctuation used? Are all the words spelled correctly? Are all verses marked? Are the paragraphs marked/indented?

Handout 10.1: Quality Assessment Guide

Yes/No Questions					
Definition					
Standard					

Handout 10.2: Practice Using the QAG

Optional; also in Workbook p. 44

Exercise 2: Practice using the Quality Assessment Guide:

Instructions: Read through this passage and compare the “draft” on the right to the “source text” (Unlocked Literal Bible) on the left. Use your Quality Assessment Guide to check for errors. After the exercise, your Trainer will guide you through checking your work.

Matthew 1:18–25 Source Text (ULB)

18 The birth of Jesus Christ happened in the following way. His mother, Mary, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the Holy Spirit.

19 But Joseph, her husband, was a righteous man and did not want to publicly disgrace her, so he intended to divorce her quietly.

20 As he thought about these things, an angel of the Lord appeared to him in a dream, saying, “Joseph son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit.

21 She will bear a son, and you will call his name Jesus, for he will save his people from their sins.”

22 Now all this happened to fulfill what was spoken by the Lord through the prophet, saying,

23 “Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel”—which being translated is “God with us.”

24 Joseph got up from his sleep and did as the angel of the Lord commanded him, and he took her as his wife.

25 But he did not know her until she gave birth to a son. Then he called his name Jesus.

Matthew 1:18–25 Sample Draft

18 The birth of Jesus Christ happened in the following way. His mother, Marry, was engaged to marry Joseph, but before they came together, she was found to be pregnant by the Spirit.

19 But Joseph, her husband, was a meritorious man and did not want to publicly disgrace her, so he intended to divorce her quietly.

20 As he thought about these things, an angel of the Lord appeared to him in a dream, saying, “Joe son of David, do not fear to take Mary as your wife, because the one who is conceived in her is conceived by the Holy Spirit.

21 She will bear a child, and you will call his name Jesus, for he will save his people from their sins.”

22 Now all this happened to fulfill what was spoken by the lord through the prophet, saying,

23 “Behold, the virgin will become pregnant and will bear a son, and they will call his name Immanuel.”

24 Joseph up from his sleep arose and did as the angel of the Lord commanded him, and he took her as his wife.

25 But he did not know her until she gave birth to a son in Bethlehem. Then he called his name Jesus.

Chapter 11: Divine Familial Terms

Objective: Participants will understand what Divine Familial Terms are and will commit to assuring that Divine Familial Terms will be translated accurately. They will understand WA's policy on how the DFTs must be translated, and will know how to use the guides to review their translations of "Father" and "Son".

Core Concepts:

- God intentionally referred to Himself as "Father" and Jesus as His Son when He inspired Scripture.
- These familial (family) terms of the Godhead (Divine Familial Terms) must be translated accurately, or important theological truths will be lost.
- Communities who face difficulty with this issue are encouraged to carefully check these terms in their translation to confirm that these terms have been translated literally and accurately. Wycliffe Associates provides a chart to help the community check these terms.

Exercises:

- Using the God the Father Terms Reviewers' Guide: Participants use the God the Father Terms Table to test the terms in their translation.

Handouts:

11.1 God the Father Terms Review: Introduction (Optional; may display online)

11.2 God the Father Terms Table (Optional; also in Workbook pp. 51-53)

11.3 Divine Familial Terms Affirmation

Note: If the community has no trouble with translating Divine Familial Terms literally, and if they do not need this training to train another community in need of this Check, this chapter should be shortened and the Exercise can be skipped.

After he was baptized, Jesus came up immediately from the water, and behold, the heavens were opened to him. He saw the Spirit of God coming down like a dove and resting upon him. Behold, a voice came out of the heavens saying, "This is my beloved Son. I am very pleased with him" (Matt. 3:16-17).

For he received honor and glory from God the Father when a voice was brought to him by the Majestic Glory, saying, "This is my beloved Son, with him I am well pleased" (2 Pet. 1:17).

Time: 90 min.

Workbook p. 47

Materials:

- ✓ White board, markers
- ✓ Slide Deck: T3 Slides 11 Divine Familial Terms
- ✓ Bible with place markers
- ✓ God the Father Terms Guide—show on bibleine verylanguage.org, or make copies of Handout 11.1.
- ✓ Handout 11.3, one copy

Teacher's Notes:



You might begin by asking participants to define the terms "divine" and "familial."

Introduction:

We are going to talk about a doctrinal belief called **Divine Familial Terms**, or Divine Family Terms.

This is a hard phrase. "Divine" refers to God. **The word "Familial" refers to family relationships.** Remember,

Divine Familial Terms

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when we use the word “*familial*” in this chapter, we are talking about *family*.

The doctrinal belief of Divine Familial Terms is about the **terms Father and Son when used for God and Jesus**. It is related to the doctrine of the Trinity—God is one and exists in three roles (the Father, the Son, and the Holy Spirit). This is important to talk about because the Bible uses different titles and names for each of the three persons of God.

Discuss:

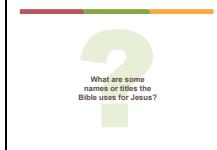
- **What are some names or titles that the Bible uses for Jesus?**
 - Christ (John 1:17)
 - Messiah (John 1:41; John 4:25)
 - Son of Man (Matthew 9:6)
 - Son of God (Matthew 14:33)
- **What are some names or titles that the Bible uses for God?**
 - Father (Matthew 5:16)
 - Almighty (Genesis 17:1)
 - Lord (Genesis 2:4)
- **What are some names or titles that the Bible uses for the Holy Spirit?**
 - Comforter/Helper/Advocate (John 14:16; John 16:7—differs by English version)
 - Spirit of God (Matthew 3:16)
 - Spirit of truth (John 16:13)

Teacher's Notes:



It is easy to mispronounce the word “*familial*,” or to confuse it with “*familiar*,” a different idea. Make sure that all participants understand that “familial” refers to the *family* relationship between God and Jesus. If there is any confusion, you may use the term “family” when teaching this chapter.

Invite a participant to write responses on the board.



For this law was given through Moses, but given and truth came through Jesus Christ. John 1:17
The first found his own brother Jesus, and said to him, “We have found the Messiah.” And Jesus said to them, “It is not I who am the Messiah, but he over whom you have sent me—make me stand in the presence of ‘Yeshua,’ take up your load, and go to your house.” John 1:41
But when Jesus saw that they had left, he said to the two disciples who were following him, “Follow me.” They left immediately to follow him. Matthew 4:20
Then those who were in the boat came and worshipped him, saying, “Truly you are the Son of God.” Matthew 14:33



Let your light so shine before men, that they may see your good works and glorify your Father in heaven. Matthew 5:16
When Abram was ninety-one years old, the Lord appeared to Abram, and said to him, “I am Almighty God; walk before Me and be blameless.” Genesis 17:1
This is the history of the heavens and the earth when they were created, in the day that the Lord God made the earth and the heavens. Genesis 2:1



And I will pray the Father, and He will give you another Helper, that He may abide with you forever— John 14:16
When He had been baptized, Jesus came up immediately from the water; and behold, the heavens opened and the Spirit of God descending like a dove and alighting upon Him. Matthew 3:16
However, when He, the Spirit of truth, has come, He will give you guidance into all truth; for He will not speak on His own authority, but whatever He hears He will speak; and He will tell you things to come. John 16:13

After discussion, thank and have the participant at the white board sit down.

Do you think God intended to communicate specific truths about who He is through the names He uses in the Scriptures?

We believe that since the Bible is God's Word, we should use the exact names He uses when talking about Himself. God defines Himself as Father and Jesus as His Son. And we do not have the right to change that.

Translating these terms clearly and faithfully will preserve the meaning of Scripture.

Some people have translated these terms differently to avoid offending non-believers in their region. Instead of calling Jesus God's Son, they may call Him God's chosen one, or sent one, or beloved one. Instead of calling God Father, they may use Most High or Holy One.

Discuss:

- **What might be lost if the terms *Son* and *Father* are changed in these ways?**
 - The nature of the relationship between God and Jesus
 - The significance of God's Son being sacrificed in our place by His Father
 - The eternal nature of Jesus
 - The relationship of the Trinity

Example:

1 John 4:14 – “Also, we have seen and testify that the Father has sent the Son to be the Savior of the world.”

If “Son” is replaced with “beloved one” or some other term, it does not make it clear that the Savior is God, and it does not show how great God’s sacrifice was.

Ask:

- **What difference would changing *Father* make in John 5:17-18?**

John 5:17–18 – “Jesus replied to them, ‘My Father is working even now, and I, too, am working.’ Because of this, the Jews sought even more to kill him because he not only broke the Sabbath, but also called God his own Father, making himself equal to God.”

Teacher's Notes:

As defined in God's Word

God is the Father Jesus is the Son

Some translators have done this differently

Son of God God's Chosen One or Beloved One Master or Most High

Relationship Significance Eternal nature Trinity

What meaning might be lost if we change these?

1 John 4:14

1 How God communicated this verse:
The Father has sent the Son to be the Savior of the world.

2 The same verse without Father and Son:
The Master has sent the Beloved One to be the Savior of the world.

What is now unclear?
Savior = God God's great sacrifice

John 5:17-18

Jesus replied to them, "My Father is working even now, and I, too, am working." Because of this, the Jews sought even more to kill him because he not only broke the Sabbath, but also called God his own Father, making himself equal to God.

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- If the term “Father” is replaced with “My Lord” or “My Master,” then the idea that Jesus made Himself equal with God makes no sense. The rest of this verse is very confusing if He does not in fact call God “My Father.”

When Divine Familial Terms are changed, many verses lose their meaning.

The terms used in the Bible to describe the relationship between God the Father and Jesus are important to the meaning of Scripture. These terms must be the same in the translation, or accuracy and integrity will be lost.

Wycliffe Associates (WA) is committed to support only Bible translations that use accurate and literal, common language terms for “Father” and “Son” when referring to God and Jesus Christ. This is a conviction we have committed to.

The issue of Divine Familial Terms came up in translation work done in a primarily Muslim area. Our conviction on this challenging issue is a response to this situation.

Discuss:

- Have you heard of the idea of using different terms to refer to God and Jesus instead of using “Father” and “Son”?
- What reasons or ideas were given for changing these terms?

Explain:

In some Muslim environments, translators have changed these names (as well as making other changes to the text) to make the text more culturally acceptable to Muslims. Their desire is to be **invitational to Muslims** in the hopes that many would turn to the Lord for salvation.

Unfortunately, these changes **significantly changed the meaning of the text**. We feel this is an example of Paul’s contrast between human wisdom and wisdom of the Spirit (1 Cor. 2:13).

Teacher's Notes:

John 5:17–18

How God communicated these words (Jesus is speaking):
1 “My Father is working even now and I too am working.”
Because of this, the Jews sought even more to kill him because he not only broke the Sabbath, but also called God his own “equal.” “Is it lawful to work on the Sabbath with God?”
2 The same question without Father:
“My Father is working even now and I too, am working.”
Because of this, the Jews sought even more to kill him because he not only broke the Sabbath, but also called God his own “equal.” “Is it lawful to work on the Sabbath with God?”

What is now unclear?
“Equal with God”

Other Scriptural Examples



John 10:30–31

John 10:33, 36

Hebrews 1:8

John 3:16

Other examples to discuss, if time allows:
John 10:30–31, 33, 36, Hebrews 1:8, John 3:16; Romans 8:32

Bible Translation

Terms for God the Father and Jesus the Son should be:

- Accurate
- Literal
- Common language

These questions will help you know how much of the chapter your trainees needs to hear. If they (and their community) do not have struggles with this issue in their area, you can shorten this session.

1 Corinthians 2:13

These things we also speak, not in words which man’s wisdom teaches but which the Holy Spirit teaches, comparing spiritual things with spiritual.

Teacher's Notes:

In order to have an accurate translation, the translation team must be committed to translating Divine Familial Terms accurately.

If some translators in your area may be reluctant to use literal terms for “Father” or “Son,” you **will want to address this issue with your translation team before they begin. Make sure they understand the importance of translating these terms literally and accurately.**

- **What challenges might your community have with understanding Divine Familial Terms in your culture?**

Teach Back:

- **How would you explain the Divine Familial Terms?**
- **Why is translating “Father” and “Son” literally so important?**
 - The Bible is God’s Word and we should translate it the way He communicated it.
 - When these terms are not translated literally, the meaning of the text is significantly changed or lost.
 - When these terms are not translated literally, God’s deep love for sinful people is not clear.
 - When these terms are translated accurately, the doctrine of the Trinity is affirmed.
 - When these words are translated accurately, the gospel message is preserved.

WA has created a resource to help translators confirm their correct use of “Father” and “Son.” This resource will help you check and confirm the accuracy of your translation.

This resource is designed as a useful aid; translators are not required to complete it and submit it to WA. But we do strongly recommend they use it if there is ever any question about the accuracy of these terms.

As the team answers, check for understanding of this concept. Take time to clarify any misunderstandings.

The team may also think of other doctrines that are not clear when the Divine Familial Terms are not translated correctly. Encourage them to write these down.

The rest of this chapter trains the team to use the guides to check their entire translation, as they would if there are concerns about the accuracy of Divine Familial Terms in their translation.

If your trainees will not have trouble with this in their area, shorten this section as needed.

Divine Familial Terms

Chapter 11

This resource is part of the Reviewers' Guide. It is in the form of four tables. They are accessible on bibleineverylanguage.org.

- God the Father (NT)
- Jesus the Son (NT)
- God the Father (OT)
- Jesus the Son (OT)

Let's look at one of the guides together as an example.

Notice the different meanings of the word “father” in the Bible, such as:

- Biological, male parent
- Ancestor
- Someone older
- God the Father of the Israelites
- God the Father of a person
- **Do you have these ways of using *father* in your language?**

Notice the section, “Translating the word “Father:”

When referring to God as “God the Father,” it is important that translators **use the same word for “father” as they do when referring to a biological, male parent**. As stated above, the word “father” means something different in each case; that is, God did not father Jesus or his people in the way that a human male fathers a child. However, **God has chosen to use the word “father” to reveal himself and his character**. It is the responsibility of Christian **preachers and teachers to explain to their churches the meaning of “God the Father.”**

Teacher's Notes:

If possible, show on bibleineverylanguage.org where to download the four DFT Reviewers' Guides.



Note that documents without “(Old Testament)” in the title are for the New Testament.

Show God the Father Terms Reviewers' Guide, pp. 3-4 online. If internet is not available, use slides or give out copies of Handout 11.1.

Different meanings for the word “father”
The word “father” has several meanings in the New Testament.
1. Biological, male parent
2. Ancestor
3. Someone older
4. Spiritual father
5. Source of a characteristic
6. God the Father of his people
7. God the Father of Jesus

Discuss different meanings for the word “Father” in the introductory material for the God the Father Terms Reviewers' Guide. You don't have to cover every way it is used; just show the list and then ask about words they use.

If demonstrating online, this paragraph can be found on p. 4 of the God the Father Terms Guide.

Remember, the term “father” may be translated differently in other contexts, but **when this term is used for God, it must be the common term for a biological father.**

Exercise: Using the God the Father Terms Reviewers’ Guide

(Workbook pp. 50-53)

The God the Father Terms Guide has a table for checking terms.

This table has every instance in the New Testament that refers to God as “Father.” (Uses of the word “father” in the Bible for anyone other than God are not included in the chart.)

- The first column has the verse reference, (and a note on the translation if there was difficulty).
- The second column shows the verse in Greek, with the word for “Father” or “God the Father” in bold.
- The third column shows the phrase in the Unlocked Literal Bible (ULB).
- In the fourth column, you will write the word for “Father” used in that verse in the translation you are reviewing.
- The fifth column is for comments and questions.

The God the Father Terms Reviewers’ Guide introductory material lists questions you should ask yourself about each verse when reviewing a translation. If you have any doubts or concerns at all, make notes in the fifth column. Always label your notes with the reference of the verse being discussed.

On page 53 of your Workbook, you have the first page of the God the Father Terms Table. Look up the first verse in any translation you choose.

- **What word is used for “Father” in that translation?**

Fill in column 4 of the table with that word.

Teacher’s Notes:



Show God the Father Terms p. 6 online; the sample table is also on p. 52 in the Workbook, and in Handout 11.2 if extra copies are needed.

Teams who will not have trouble with this translation issue do not need to complete the Exercise.

The ULB is available on bibleineverylanguage.org under the “Translations” tab.

Point out that column 5 is all one column. If using an online form of this Guide, reviewers will need to press “Enter” on the keyboard to make comments line up with the correct verse.

This list is reproduced on p. 52 in the Participant Workbook (and in Handout 11.2), and is on p. 5 of the Guide when accessed online.

Divine Familial Terms

Chapter 11

- **Is it a common word?**
- **Does it accurately represent the relationship between God the Father and Jesus?**

Take time to ask yourself the questions from the list we just discussed.

If you have any comments or concerns, write them in Column 5.

Translation teams should have these Guides available for reference throughout their entire translation process. Teams who may face issues with Divine Familial Terms should use these Guides regularly as they do the checking steps (Steps 5-8).

We also encourage churches to choose a group of reviewers to complete the entire Father and Son charts.

Teach Back:

- **Explain why the issue of translating DFTs correctly is so important.**
- **What essential doctrines of Christianity are affected by how these terms are translated?**
- **In what areas of the world would these resources be important to share with national translators?**

Teacher's Notes:

Take time to talk through the list of questions mentioned above as a group.

Repeat with as many verses as needed to confirm that they get the idea, or have each participant look up a different verse and take turns sharing their answer. If you have a large group, you can break them into small teams.

Possible answers include:

- The Bible is God's Word and we should translate it the way He communicated it.
- When these terms are not translated literally, the meaning of the text is significantly changed or lost.
- When these terms are translated accurately, the doctrine of the Trinity is affirmed.
- When these words are translated accurately, the gospel message is preserved.

Teacher's Notes:

- **What resources are available if you encounter any issues with understanding Divine Familial Terms in your culture?**

Teams can affirm their check of the Divine Familial Terms using the signature page provided.

If the team you are training will be checking Divine Familial Terms in their translation, provide one copy of Handout 11.3 for the leadership team to keep track of their DFT Check.

Confirm: Participants understand what Divine Familial Terms are and the importance of translating them accurately. The team is committed to ensuring that these terms are translated accurately in their project. All participants have reviewed and understand the Divine Familial Terms Reviewers' Guides and how to use them. They also understand that all 4 guides are available on bibleineverylanguage.org and should be used for reference with translators (especially in regions where Divine Familial Terms is an issue).

Handout 11.1: God the Father Terms Review: Introduction (Optional; also on bibleineverylanguage.org)

Reviewers' Guide: **Terms Used for God the Father**

Statement of purpose

It is the commitment of Wycliffe Associates to support only Bible translations that use accurate and literal common language terms for “Father” and “Son” when referring to God and Jesus.

The purpose of this guide is to help the church review their Bible translation to check that all instances of the word “Father” that refer to God are translated correctly.

About this review guide

This document provides a table showing every instance of “Father” in the New Testament that refers to God the Father. Reviewers will check each instance in their translation and record what word was used to translate “Father.”

Different meanings for the word “father”

The word “father” has several meanings in the New Testament.

1. Biological, male parent

- When used literally, the term "father" refers to a person's male parent.
- Example:
 - Matthew 1:1-2, “Abraham was the father of Isaac, and Isaac the father of Jacob”

2. Ancestor

- The terms "father" and "forefather" are often used to refer to a male ancestor of a certain person or people group. This could also be translated as "ancestor" or "ancestral father."
- Example:
 - Matthew 3:9, “Abraham for our father”

3. Someone older

- “Father” is sometimes used as a polite way of referring to an older man.
- Example:
 - 1 John 2:13, 14, “I am writing to you, fathers”

4. Spiritual father

- The apostle Paul figuratively called himself the "father" of those he had helped to become Christians through sharing the gospel with them.

Handout 11.1: God the Father Terms Review: Introduction (Optional; also on bibleineverylanguage.org)

- Example:
 - 1 Corinthians 4:15, "I became your father in Christ Jesus through the gospel"
- 5. Source of a characteristic
 - The expression "the father of" can figuratively refer to a person who is the source of something.
 - Examples:
 - John 8:44, "The devil ... is a liar and the father of lies"
 - 2 Corinthians 1:3, "The God and Father of our Lord Jesus Christ ... is the Father of mercies"

6. God the Father of his people

- The terms "God the Father" and "heavenly Father" refer to Yahweh, the one true God. God is called the father of his covenant people. In the Old Testament his covenant people were the Israelites. After God the Father sent his Son, Jesus, to die for the sins of his people, anyone who believes in God the Son becomes a child of God the Father, and God the Holy Spirit comes to live in that person.
- Example:
 - Romans 1:7, "Grace to you and peace from God our Father"

7. God the Father of Jesus

- God is also referred to as the Father of Jesus.
- God is three persons: God the Father, God the Son, and God the Holy Spirit. Each one of these persons is fully and equally God, and yet they are only one God. This is a mystery that humans cannot fully understand.
- The Father, the Son, and the Holy Spirit have the same character.
- The Father sent the Son (Jesus) into the world, and the Father and the Son send the Holy Spirit to his people.
- Though the Father, Son, and Holy Spirit are equally God, in most instances in the New Testament, the word "God" implies "God the Father."

Translating the word "Father"

When referring to God as "God the Father," it is important that translators use the same word for "father" as they do when referring to a biological, male parent. As stated above, the word "father" means something different in each case; that is, God did not father Jesus or his people in the way that a human male fathers a child. However, God has chosen to use the word "father" to reveal himself and his character. It is the responsibility of Christian preachers and teachers to explain to their churches the meaning of "God the Father."

Handout 11.2: God the Father Terms Table

(Optional; also in
Workbook pp. 51-53)

“God the Father” Terms Table

How to use the terms table

This section has every instance in the New Testament that refers to God as “Father.” As reviewers read through their Bible, they may notice that there are verses with the word “father” that are not in this list. In those verses the word “father” has a different meaning than what is being reviewed here. The purpose of this review is to check the word “father” only when it refers to God.

The first column in the table includes the verse reference. In a few cases there is a note explaining a difficulty in the translation.

The second column includes the Greek text; the word for “Father” or “God the Father” is in bold letters. The purpose of including the Greek is to give a reference for those who can read Greek and to demonstrate that the decision of Wycliffe Associate to use the word “Father” is supported by the original language.

The third column includes the text from the ULB with the word “Father” or “God the Father” in bold letters. Usually the complete text of the verse is not included. The phrase that includes “Father” or “God the Father” is included. Sometimes there are ellipses (...) in the table “Father” or “God the Father” occurs more than once in a verse. If it is hard to understand the text included in the chart, refer to the source text used for the translation.

The fourth column is for recording how “Father” or “God the Father” was translated in each verse of the Bible you are reviewing.

The fifth column is for comments and questions. For each verse, ask the following questions. If the answer is “no” to any of them, write about it in the fifth column. Also, if there are questions or issues to discuss with the reviewers, write them in this column.

- In this verse, does the word used in your translation for “Father” normally refer to a literal, biological, male parent?
- In this verse, is this the same word for “Father” that was used in previous passages?
- If it is not the same word, does it also normally refer to a literal, biological, male parent?
- If your language has a way of showing that your word for “Father” refers to God (for example, in English the word “father” is capitalized when it refers to God), has this been done in this verse?
- If you fill this document out on a computer, and you want to write about a verse in the comment section, put your cursor in the comment section. Then hit the ENTER key on your keyboard until the cursor is next to the verse you want to write about. Also, write the verse reference with your comment.

Handout 11.2: God the Father Terms Table

(Optional; also in
Workbook pp. 51-53)

Sample Table

This sample table shows what a table may look like after it has been completed. It also shows what kinds of comments a reviewer may make and where those comments would be written.

Verse reference	Greek	English	Your language	Comments
Matthew 5:16	τὸν πατέρα ύμῶν τὸν ἐν τοῖς οὐρανοῖς	your Father who is in heaven	Dad	
Matthew 5:45	τοῦ πατρὸς ύμῶν τοῦ ἐν οὐρανοῖς	your Father who is in heaven	Dad	
Matthew 5:48	ώς ὁ πατὴρ ύμῶν ὁ οὐράνιος τέλειός ἔστιν	as your heavenly Father is perfect	Papa	5:48 This word is different. Do we need it?
Matthew 6:1	παρὰ τῷ πατρὶ ύμῶν τῷ ἐν τοῖς οὐρανοῖς	from your Father who is in heaven	Pops	6:1 I do not think this is appropriate .

Using the Terms Table on the next page, look up the first verse in any translation you choose.

- What word is used for “Father” in that translation?

Write the word used in the translation for “Father” in the fourth column. Consider the questions above:

- Is it a common word? Does it normally refer to a literal, biological, male parent?
- Is it the same word for “Father” that was used in previous passages?
- If it is not the same word, does it also normally refer to a literal, biological, male parent?
- If your language has a way of showing that your word for “Father” refers to God (for example, in English the word “father” is capitalized when it refers to God), has this been done in this verse?
- Does it accurately represent the relationship between God the Father and Jesus?

Handout 11.2: God the Father Terms Table

(Optional; also in
Workbook pp. 51-53)

Terms Table

Verse reference	Greek	English	Your language ¹	Comments
Matthew 5:16	τὸν πατέρα ὑμῶν τὸν ἐν τοῖς οὐρανοῖς	your Father who is in heaven		
Matthew 5:45	τοῦ πατρὸς ὑμῶν τοῦ ἐν οὐρανοῖς	your Father who is in heaven		
Matthew 5:48	ώς ὁ πατὴρ ὑμῶν ὁ οὐράνιος τέλειός ἐστιν	as your heavenly Father is perfect		
Matthew 6:1	παρὰ τῷ πατρὶ ὑμῶν τῷ ἐν τοῖς οὐρανοῖς	from your Father who is in heaven		
Matthew 6:4	ὁ πατήρ σου ὁ βλέπων ἐν τῷ κρυπτῷ ἀποδώσει σοι	your Father who sees in secret will reward you		
Matthew 6:6	πρόσευξαι τῷ πατρί σου ... ὁ πατήρ σου	Shut the door and pray to your Father , who is in secret. Then your Father who sees in secret will reward you.		

Handout 11.3: Divine Familial Terms Affirmation

AFFIRMATION OF CORRECT DIVINE FAMILIAL TERMS USAGE

We hereby certify that the _____ translation
(language name and code)

which was undertaken by _____ has been
(name of organization/church name)

thoroughly checked and approved in the use of accurate, biological terms for Father and Son

in all instances listed in the terms chart provided by Wycliffe Associates. The check was

completed on the _____ of _____, _____ by
(day) (month) (year)

_____.
(Name organization or church who oversaw the check.)

PARTICIPANTS IN THE CHECK:

(Printed Name)	(Signature)	(Date: dd-mm-yyyy)
((Printed Name)	(Signature)	(Date: dd-mm-yyyy)
(Printed Name)	(Signature)	(Date: dd-mm-yyyy)
(Printed Name)	(Signature)	(Date: dd-mm-yyyy)
(Printed Name)	(Signature)	(Date: dd-mm-yyyy)
(Printed Name)	(Signature)	(Date: dd-mm-yyyy)

Chapter 12: Checking Resources

Objective: Participants will know how to access helpful resources and how to use them while doing the four checking steps of the COBT 8-Step translation process.

Core Concepts:

- Careful checking is part of ensuring an accurate translation.
- Translators need checking resources to help them understand the text in its original language and affirm the accuracy of their translation. Translation Notes, Topics, and Words; Greek Words; and Bible Commentary are on bibleineverylanguage.org.
- Checking resources should only be used during the checking steps of the COBT 8-Step translation process, not the drafting steps.
- After checking the translation, community Refinement is the next step. (*Refinement and Revision resources will be discussed in Part 3 of this Guide.*)

Exercise:

- Using Checking Resources

Handouts:

- 12.1** Checking Resources: Matthew 12:9-14 (Optional; Trainer may demonstrate online or choose to print checking resources for a different passage)

But when anything is exposed by the light, it becomes visible (Eph. 5:13).

Time: 60 min.

Workbook p. 55

Materials:

- ✓ White board and markers
- ✓ Slide Deck: T3 Slides 12 *Checking Resources*
- ✓ Internet for bibleineverylanguage.org. If internet is not available, print Translation Notes and other checking resources for the passage you choose for the Exercise. The Handouts and Slides show resources for Matt. 12:9-14.
- ✓ Bible with place markers

Teacher's Notes:



Checking Resources

But all things that are exposed are made manifest by the light; whatever makes manifest is light. (Eph. 5:13)

The purpose of this chapter is that translators will know what resources are available, and how to access and use them. Detailed instructions are provided, but some teams will intuitively understand how to navigate the resources. Skip any slides or instructions that are unnecessary for your team.

Introduction:

Some people wonder how translators with little training or no formal education can translate God's Word. We believe that God specifically empowers His people with His Spirit to do His work. We have also talked about how mother-tongue translators are uniquely prepared by God when they learn more than one language during their childhood.

We also recognize that teamwork helps people to make better translation decisions by relying on everyone's understanding and Biblical knowledge. This is why the 8-Step process includes at least 6 translators to review and check every passage.

Remember that the **goals of a translation are accuracy, clarity, and naturalness.**

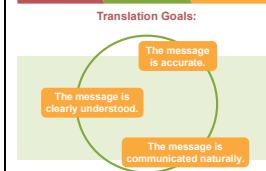
Let's talk about one of the ways that Wycliffe Associates supports translators in creating accurate translations. We offer checking resources to be used during the checking steps of the 8-Step process. These resources enhance translators' understanding of the passage in its original language. Understanding the original message helps translators know whether their translation is accurate. It also helps them make sure the translation clearly communicates the correct message.

Checking with reliable resources is essential to affirm the quality of your translation.

Let's discuss and practice using three checking resources.

- **Translation Notes**—This is a series of specific notes for each verse of the Bible. These notes discuss the verse's context, background, figures of speech, and how others have translated hard-to-understand concepts and abstract terms.
- **Bible Commentary**—This is a set of articles providing cultural and background information about the text. It is structured as a list of questions and answers.
- **Translation Words**—This is like a dictionary of Biblical terms, providing clear meanings and suggestions for alternate words with similar meaning. (There is also a special section of this resource called **Key Terms**. This subset of Words focuses on Terms with spiritual or thematic significance.)
- **Translation Topics**—This is a set of articles about grammar and language structure. It explains the language feature, then gives suggestions for different ways to translate it. It also provides examples of where this feature appears in the Bible and how each translation strategy would sound in each context.
- **Greek Words for Translators**—This is an online lexicon of the Greek New Testament, with links to articles about the Greek grammar.

Teacher's Notes:



Wycliffe Associates' checking resources focus on **accuracy** and **clarity**. **Naturalness** must be checked by having others in the target language community read the translation.

WA Checking Resources:



The Bible Commentary, Translation Topics, and Greek Words for Translators are currently only available in English. If you or someone you know would be interested in volunteering to translate these resources, please contact Wycliffe Associates' Gateway Languages department through <https://bibleineverylanguage.org/contact-us/>.

The Hebrew lexicon is not yet available.

Checking Resources

Chapter 12

Teach Back:

Let's review the COBT 8-Step translation process's four drafting steps and four checking steps.

Discuss:

- In which set of steps would you use the helps and resources?

- Think about each of the checking steps for a minute. What kind of resource—besides the original source text—might you use during each one?

During the checking steps, use all resources that are available to you.

The checking resources are available on bibleineverylanguage.org, and leaders can download and print out PDFs for each book of the Bible from that website.



Notice that for resources available in more than one language, you will search for your preferred language.

Translation Notes and Translation Words are also available in BTT Writer because they are built in.

Teacher's Notes:

Have participants take turns naming and describing the COBT 8-Steps.

Make sure participants understand that checking resources are designed for the checking steps. All the drafting steps are to be done with only the source text and no other helps.



Suggested answers:

- commentaries
- other versions of Scripture in the Gateway Language
- Greek lexicons
- the resources described above

Show bibleineverylanguage.org and demonstrate how to find the resources (click "Resources" → "Browse by Category" → scroll down to "Translation Support." If that is not possible, use the Slides or the handout at the end of this chapter.



If the team has already chosen a program for their translation, demonstrate

Exercise: Using Checking Resources

(Workbook p. 57)

Let's practice together.

Teacher's Notes:
where to find these resources
on that program.



This guide demonstrates using resources to check Matt. 12:9-14, but you may want to choose a different passage that the team practiced translating in Chapter 8. If so, ask questions related to the passage you choose. Demonstrate the checking resources online or print resources for that passage before teaching this chapter.

Ask a participant to read the passage.

After brief discussion, guide the team in using the checking resources to answer the questions.

Demonstrate online (or use slides or Handout 12.1) to make sure everyone knows how to navigate through the resources.

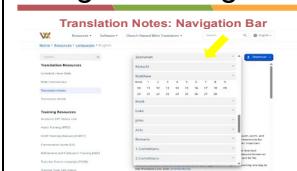
Discuss:

- **What do you think “Behold” means?**
- **What is a “withered hand”?**
- **Why did the Pharisees ask Jesus a question?**
- **What was significant about healing on the Sabbath?**

Let's look at the Translation Notes and the Bible Commentary to see what information we can find about these questions.

In Translation Notes, each chapter has “General Notes” at the beginning, as well as notes on individual verses.

Sometimes, Key Terms such as “Sabbath” are linked to their corresponding article in Translation Words.



Translation Notes: General Notes (Beginning of Each Chapter)



**Key Terms
(a subset of Key Words)**



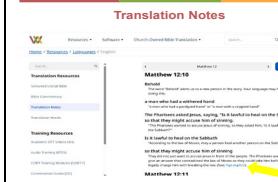
Checking Resources

Chapter 12

Notice the specific notes for Verse 10. Difficult phrases, cultural concepts, or linguistic elements in the source text are explained.

Teacher's Notes:

Allow the team to discuss the information about the Sabbath.



The screenshot shows a note for Matthew 12:10. The note discusses the Sabbath and its meaning, mentioning that Jesus' audience was confused by it. It also quotes a Pharisee's question about whether it is lawful to heal on the Sabbath. A yellow arrow points to the note area.

Lead the team in discussing the information and how it helps them understand the passage more thoroughly.



The screenshot shows a note for Matthew 12:11. It discusses assumed knowledge and implicit information, explaining that Jesus' audience already knew certain things like the Sabbath laws. A yellow arrow points to the note area.

If demonstrating online, allow the team to review the information, discuss, and ask questions.

Linguistic features often have a link to their corresponding article in Translation Topics. Here, we find a link for an article about explicit and implicit information, with strategies for how to deal with this language feature when translating.

The Bible Commentary gives background information about the passage in its cultural context.

Links in the Bible Commentary bring pop-up articles which give a more detailed explanation of a topic.

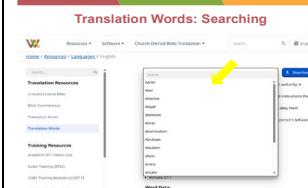
Now, let's look at Translation Words a little more. It gives us a **list of words that other translators have found difficult to understand and translate. This is NOT a list of the key words or terms.** Notice that this list does not include "behold," "withered," or "sinning," yet all three of those words would be key words that are necessary to understand this passage.

The definitions in Translation Words can help you pick the right word or phrase to translate the meaning of difficult words or concepts.

Each definition lists other forms of the word and other Scriptures where the same word is found, so that translators can look at other passages to help them understand very difficult words.



The screenshot shows a pop-up article for the Sabbath. It discusses the Sabbath as a day of rest and commandment, and provides a link to a larger article. A yellow arrow points to the pop-up area.



The screenshot shows a search results page for the word "accuse" in the Translation Words section. It lists various forms of the word and related terms. A yellow arrow points to the search bar.

Look up "accuse" and discuss the meaning.



The screenshot shows a search results page for the word "accuse" in the Translation Words section. It lists various forms of the word and related terms. A yellow arrow points to the search bar.

If showing online, ask individuals to select other words to search.



Checking Resources

Chapter 12

What if you need more information about what a word meant or how it functioned in the original language? Greek Words for Translators helps translators explore the Greek words and the Greek sentence structures of the passage.

You can also click on the part of speech to read about how this word functions in the sentence, and how it relates to other words.

Individual/Partner Practice:

Now that we've done one passage together, let's each choose a different passage and practice finding the resources for that passage on our personal phones or other devices.

Remember, these resources have been designed to help ONLY during the checking steps. Using them in the steps leading up to drafting will make drafting much more difficult and take more time. Your natural wording will likely also be lost, making the translation sound very awkward or foreign.

Teach Back:

- Now that we have practiced using several checking resources, how would you use these resources with each of the checking steps?

Teacher's Notes:

Greek Lexicon

Demonstrate how to select a phrase in the text. Discuss the definitions given.

Greek Lexicon: Articles for Grammar

You may have participants work in pairs. If possible, have each individual or pair pull up bibleineverylanguage.org on their phones or personal devices. Move around the room to observe and answer questions. **Make sure they can demonstrate that they know how to navigate through the resources.** Have those who are more comfortable with the technology help those who struggle.

Encourage them. Using resources will take practice, but translators will gain proficiency and see the value in the resources as they use them.

- What insights do you gain from each resource?

Refinement

After translators have completed the 8 Steps of translation, they have a translation that is ready to be used, **and** they should look for feedback on that translation from other Christians in their heart language community. This allows the team to make sure the **translation communicates accurately and clearly before it is published.** We will train you in ways to invite the community to participate in ensuring the quality of your Scriptures and in making suggestions for refinement.

Refinement is the process of making something that is already good even better. Once the translation team has carefully followed the checking steps, they can be confident that they have a good translation; **refinement is the next step: making what is good even better.**

- Why do you think it would be helpful to include others?

Wycliffe Associates has developed some resources to help include the greater community in the process of refinement for your translation. We will train you in these methods and resources at a later time.

Teacher's Notes:

Some teams may want to download and/or print checking resources to work offline. Point out the “Download” option for each resource, and show how to use doc.bibleineverylanguage.org to download all resources for a particular book in a single document.

Many teams find it beneficial to have a separate Refinement training when their translation is almost complete.

For now, make sure participants know that the Refinement process will be their next step after finishing the 8 Steps of translation. This step is necessary to help ensure that mistakes are corrected *before publication*. Refinement can take several months, but it is worth it. It improves the quality of the finished translation.

Discuss benefits of community refinement, such as:

- New eyes might see things others have missed.
- It provides an opportunity for others to affirm the work of the translation team, which helps lead to broader acceptance in the community.
- It may help cross denominational boundaries.
- It may help spread the word about the new translation.

Confirm: Participants understand that checking resources are an essential part of affirming quality. They have demonstrated that they know how to access and navigate through the resources. They also understand that getting feedback from a wider audience is an important step in refining the translation and expanding its reach.

Handout 12.1 Checking Resources

Optional: Trainer may demonstrate online

Translation Notes: General Notes (beginning of each chapter)

The screenshot shows the Wycliffe Associates website interface. At the top, there's a navigation bar with links for 'Resources', 'Software', 'Church-Owned Bible Translation', a search bar, and a language selector set to 'English'. Below the header, a breadcrumb trail shows 'Home / Resources / Languages / English'. The main content area has a left sidebar under 'Translation Resources' with links for 'Unlocked Literal Bible', 'Bible Commentary', 'Translation Notes' (which is highlighted in blue), and 'Translation Words'. The right side displays the 'Matthew 12' chapter page. It features a title 'Matthew 12', a section for 'Matthew 12 General Notes', and a note about 'Structure and formatting'. A yellow box highlights the text: 'Some translations set poetry farther to the right than the rest of the text to show that it is poetry. The ULB does this with the poetry in 12:18-21, which is from the Old Testament.' Below this is a section for 'Special concepts in this chapter' with a heading 'The Sabbath'. A note states: 'This chapter has much to say about how God's people are to obey the Sabbath. Jesus said that the rules that the Pharisees made up did not help people obey the Sabbath the way God wanted them to. (See: [sabbath](#))'. Another yellow box highlights the text: 'No one knows for sure what actions people perform or what words they say when they commit this sin. However, they probably speak against the Holy Spirit and his work. Part of the Holy Spirit's work is to make people understand that they are sinners and that they need to have God forgive them. Therefore, anyone who does not try to stop sinning is probably committing blasphemy against the Spirit. (See: [blasphemy](#) and [holyspirit](#))'. There are also 'Links:' with a bullet point for '[Matthew 12:1 Notes](#)' and navigation arrows '<> | >>'. The right sidebar contains a 'General Information' section.

Links to Key Terms (a subset of Key Words)

The screenshot shows the Wycliffe Associates website interface, specifically the 'Sabbath' key term page. At the top, there's a navigation bar with links for 'Church-Owned Bible Translation', 'Resources', 'Translations', 'Tools', 'Support', 'See Source', and a language selector set to 'English'. The main content area has a title 'Sabbath' and a 'Definition:' section. The definition states: 'The term "Sabbath" refers to the seventh day of the week, which God commanded the Israelites to set apart as a day of rest and doing no work.' Below this is a bulleted list of points: 'After God finished creating the world in six days, he rested on the seventh day. In the same way, God commanded the Israelites to set aside the seventh day as a special day to rest and worship him.', 'The command to "keep the Sabbath holy" is one of the ten commandments that God wrote on the stone tablets that he gave Moses for the Israelites.', 'Following the Jewish system of counting days, the Sabbath begins on Friday at sundown and lasts until Saturday at sundown.', and 'Sometimes in the Bible the Sabbath is called "Sabbath day" rather than only the Sabbath.' To the right of the main content, there's a sidebar with a search bar labeled 'Search words...' and a list of linked terms: Aaron, Abel, Abiathar, Abijah, Abimelek, Abner, abomination, Abraham, Absalom, abyss, acacia, accuse, acknowledge.

Handout 12.1 Checking Resources

Optional: Trainer may demonstrate online

Translation Notes: Verse-by-Verse

Resources ▾ Software ▾ Church-Owned Bible Translation ▾ Search... English ▾

Home / Resources / Languages / English

Search...

Matthew 12:10

Behold
The word "Behold" alerts us to a new person in the story. Your language may have a way of doing this.

a man who had a withered hand
"a man who had a paralyzed hand" or "a man with a crippled hand"

The Pharisees asked Jesus, saying, "Is it lawful to heal on the Sabbath?" so that they might accuse him of sinning.
"The Pharisees wanted to accuse Jesus of sinning, so they asked him, 'Is it lawful to heal on the Sabbath?'"

Is it lawful to heal on the Sabbath
"According to the law of Moses, may a person heal another person on the Sabbath"

so that they might accuse him of sinning
They did not just want to accuse Jesus in front of the people. The Pharisees wanted Jesus to give an answer that contradicted the law of Moses so they could take him before a judge and legally charge him with breaking the law. (See: [f1gs-explicit](#))

Matthew 12:11

Links to Translation Topics

Church-Owned Bible Translation Resources Translations Tools Support See Source English ▾

Assumed Knowledge and Implicit Information

This section answers the following question: How can I be sure that my translation communicates the assumed knowledge and implicit information along with the explicit information of the original message?

Description

When someone speaks or writes, he has something specific that he wants people to know or do or think about. He normally states this directly. This is **explicit information**.

The speaker assumes that his audience already knows certain things that they will need to think about in order to understand what he says. Normally he does not tell people these things, because they already know them. This is called **assumed knowledge**.

Introduction to Translation
Manual
Church-Owned Bible Translation
Translation
Theory and Practices
Quality Assurance
Learning Topics
Introduction to Translation Topics
Figures of Speech
Grammar
Pronouns
Sentences
Quotes
Writing Styles
(Discourse)
Translation
Issues
Unknowns
Biblical

Handout 12.1 Checking Resources

Optional: Trainer may demonstrate online

Bible Commentary

Resources ▾ Software ▾ Church-Owned Bible Translation ▾ Search... English ▾

Home / Resources / Languages / English

Search... ▾

Matthew 12

12:9-23

Why did the Pharisees want to ask Jesus about healing this man on the Sabbath?

[12:10]

The Pharisees asked Jesus about healing this man on the Sabbath. They taught that someone could not be healed on the Sabbath unless that person was going to die. If someone healed this person, then this was work and broke the Law of Moses. They wanted Jesus to heal this man so they could tell people that Jesus sinned. However, this was not sin. They just thought it was a sin. The pharisees thought that it was not against the Law of Moses to help their sheep on the Sabbath. Therefore, Jesus wanted them to know that it was also good to heal this man on the sabbath because people are more valuable than animals. He wanted the pharisees to think about this and know that they were wrong in their thinking.

See: [Pharisees](#); [Sabbath](#); [Law of Moses](#); [Sin](#)

Why did the Pharisees want to destroy Jesus?

[12:14]

The Pharisees were angry because Jesus healed this man. They thought he sinned and he made them look like they were evil.

See: [Pharisees](#); [Sin](#)

Translation Resources

Unlocked Literal Bible

Bible Commentary

Translation Notes

Translation Words

Training Resources

Academic DFT Videos Link

Audio Training (BTES)

Links to Bible Commentary: Pop-up Articles

Sabbath

Sabbath

The "Sabbath" is the seventh day of the week. God commanded the Israelites to treat the Sabbath day differently than they treated the other days of the week. God commanded the Israelites to rest and worship him on the Sabbath. God did not allow the Israelites to work on the Sabbath (see: Exodus 20:8). Their Sabbath began on Friday when the sun went down. It ended on Saturday when the sun went down.

See: [Ten Commandments](#); [Israel](#); [Worship](#)

More Information About This Topic

After God finished creating the heavens and the universe in six days, he rested on the seventh day (see: Genesis 2:1-2). In the same way, the Israelites rested on the seventh day of the week. God commanded them to make the seventh day a "Sabbath day" for resting and worshiping God. That was one of the ten commandments God gave to Moses (see: Exodus 20:8-11). God said to kill anyone who worked on the Sabbath (see: Exodus 31:15; Numbers 15:32-36). When people sinned on the other days of the week, and then rested and worshiped God on the Sabbath, God said their rest and worship on the Sabbath was evil (see: Isaiah 1:13). During the time of the New Testament, the Sabbath day was the day when Jews and Gentiles who honored God met in synagogues. They read the Old Testament scriptures, preached the law of Moses, and allowed visitors to speak. Some of the Jewish leaders disagreed with certain things Jesus did on the Sabbath day. Jesus allowed his disciples to pick grain on the Sabbath because he is Lord of the Sabbath (see: Mark 2:28). Jesus is Lord in the same way that God is Lord. Jesus has permission to tell people that God wants the Sabbath to be good for people (see: Mark 2:27). When Jesus healed a man on the Sabbath, Jewish leaders thought Jesus was disobeying God's command not to work on the Sabbath. Therefore, they wanted to kill Jesus (see: Mark 3:1-6). The New Testament also talks about a "Sabbath rest" (see: Hebrews 4:9). The author of Hebrews wrote about God freeing the Israelites from being slaves in Egypt. However, God did not allow them to enter his rest in the Promised Land because they did not obey him. The author of Hebrews also wrote about "Sabbath rest," saying that Christians will be with God in heaven if they obey God. That is, the words "Sabbath rest" were used to talk about heaven. Paul often went to the synagogue on the Sabbath when he entered a city for the first time. On Sabbath days in the synagogues, Paul told people about Jesus (see: Acts 15:21; 17:2; 18:4). Many Jews who believed in Jesus continued to worship God on the Sabbath. However, the Christian leaders in Jerusalem did not require Gentile Christians to keep the Sabbath (see: Acts 15:28-29; see also: Colossians 2:16).

Handout 12.1 Checking Resources

Optional: Trainer may demonstrate online

Translation Words

The screenshot shows a website interface for Wycliffe Associates. At the top, there is a navigation bar with links for 'Resources', 'Software', 'Church-Owned Bible Translation', a search bar, and a language selection dropdown set to 'English'. Below the navigation, a breadcrumb trail shows 'Home / Resources / Languages / English'. On the left, a sidebar titled 'Translation Resources' lists 'Unlocked Literal Bible', 'Bible Commentary', 'Translation Notes', and 'Translation Words' (which is highlighted). Another sidebar titled 'Training Resources' lists 'Academic DFT Videos Link', 'Audio Training (BTES)', 'COBT Training Modules [COBT-T]', 'Conversation Guide [CG]', 'Refinement and Publication Training [R&P]', and 'Train the Trainer materials [T3-FD]'. The main content area on the right is focused on the word 'accuse'. It shows the word in a large font, followed by 'Related Ideas: accusation, accuser', 'Definition: The terms "accuse" and "accusation" refer to blaming someone for doing something wrong. A person who accuses others is an "accuser."', a bulleted list of biblical references (Acts 19:40, Hosea 04:04, Jeremiah 02:9-11, Luke 06:6-8, Romans 08:33), 'Word Data: Strong's: H2778, H3198, H6818, G1458, G2649, G2723, G2724', and 'Forms Found in the English ULB: accusation, accusations, accuse, accused, accuser, accusers, accuses, accusing'. There is also a 'Download' button.

Handout 12.1 Checking Resources

Optional: Trainer may demonstrate online

Greek Words: Greek Text and Lexicon

Greek Lexicon

Matthew

12

⁹ Then Jesus left from there and went into their synagogue.

¹⁰ Behold, there was a man who had a withered hand. The Pharisees asked Jesus, saying, "Is it lawful to heal on the Sabbath?" so that they might accuse him of sinning.

¹¹ Jesus said to them, "What man would there be among you, who, if he saw one sheep, and if this sheep fell into a pit on the Sabbath, would not take hold of it and raise it out?

¹² How much more valuable, is a man than a sheep! Therefore it is lawful to do good on the Sabbath."

¹³ Then Jesus said to the man, "Stretch out your hand." He stretched it out, and it was restored to health, just like the other hand.

¹⁴ But the Pharisees went out and plotted against him. They were seeking how they might destroy him.

¹⁵ Jesus, knowing this, withdrew from there. Many people followed him, and he healed them all.

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αὐτός/autos

What does this word mean?

- This word can mean he or him.
- This word can mean she or her.
- This word can mean they or them.
- This word can mean it.
- This word can mean himself, herself, or itself. This word is used in this way to talk about the person or thing in the sentence who is speaking or doing something. When this word is used to talk about more than one person, this word can mean themselves.

What type of word is this?

This word is used instead of the name of a person or thing. It is a pronoun.

Personal pronoun | Genitive | Singular | Masculine

κατηγορέω/katēgoréō

What does this word mean?

- This word can mean to bring charges against someone in a court of law. This means for a person to tell a judge what they think another person did wrong.
- This word can mean to accuse someone.

What type of word is this?

This word is an action. It is a verb.

Verb | Aorist | Active | Subjunctive | Third | Plural

Links to Greek Words: Articles for Grammar

12

nagogue.

and. The Pharisees asked Jesus, at they might accuse him of

among you, who, if he had justabbath, would not take hold of it

p! Therefore it is lawful to do

and." He stretched it out, and it

him. They were seeking how they

people followed him, and he

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Subjunctive

← Go Back

Subjunctive is a mood. Mood is the form of a verb that helps someone to know whether the speaker or writer thinks something is, can be, or should be.

The subjunctive mood often tells the reader that something may happen.

More information about this topic

How else can the subjunctive mood be used in a sentence?

- When it is used with the word ἵνα (g2443), it can tell the reader why something has happened.
- It can tell the speaker or writer wants someone else to do something. It is often translated as **let us**. It is often a suggestion that the writer or speaker wants other people to do with them. This includes the people to whom they are speaking.
- It can tell the reader that the writer or speaker does not want them to do something.
- It can be used to ask a question when the person asking the question does not know the answer.
- When it is used with a negative particle, the speaker or writer wanted people to pay attention to what he said or wrote. It can mean **There is no way, Absolutely not, or May it never be**.
- It can tell the reader that if something happens, then something else will happen.
- It can be used to ask the reader or listener a question. However, the writer or speaker does not expect an answer.

Chapter 13: Planning for Consistency

Objective: Participants will plan for consistency in their translation.

Core Concepts:

- Consistency is easiest to achieve when a language community makes decisions at the beginning of their translation.
- Important areas of consistency include:
 - o Spelling
 - o Punctuation and spacing
 - o The best way to express spiritual terms or difficult concepts
 - o Proper names
 - o Writing level (formal or casual)
- Some teams find it helpful to create lists at the beginning of their translation for translators to consult during the translation process. Lists of punctuation rules and titles will also be needed during the publication process.

Handouts:

- 13.1 Considerations for Consistency ([Optional](#))
- 13.2 Punctuation Rules Worksheet ([Optional](#))
- 13.2 Labels, Headings, and Book Names ([Optional](#))

The plans of the diligent lead only to prosperity, but everyone who acts too quickly comes only to poverty.
(Prov. 21:5).

Time: 15 min., plus
30 minutes for Discussion
and lists, if team desires
Workbook p. 58

Materials:

- ✓ *Slide Deck: T3 Slides 13 Planning for Consistency*
- ✓ *One copy of each Handout for the team to share, if desired*

Introduction:

In our discussion about a translation's quality, we mentioned the importance of consistency.

Imagine planting a garden. Most plants need a certain amount of space to grow well. Would you plant several rows of seeds and then measure the distances between the rows or seeds to make sure they are all the same? Or would it be easier to measure before you get started?

Consistency is often easier to achieve when we make decisions at the beginning of a project.

In the 8-Step translation process, translators are focusing on one part of the Bible at a time. It helps to consider consistency before we get started, instead of checking it at the end when all the parts are brought together.

Teacher's Notes:



The plans of the diligent lead only to prosperity, but everyone who acts too quickly comes only to poverty. (Prov. 21:5).

[Planning for Consistency](#)



Discuss:

- Have you ever picked up a text to read, but were distracted by simple errors like punctuation?
- What would you think if you came across the same word in the text several times, but it was spelled in a different way in each place?
- How would these small errors make you feel about the content of the text you were reading?

We've already discussed in our conversation about Quality Assessment how important it is to plan for quality from the beginning. During Quality Assessment and the revision process, you will be checking for:

- Spelling
- Grammar
- Punctuation
- Capitalization
- Proper names
- Key spiritual terms
- Appropriate writing level

Consistency is an important part of these checks. A text that uses many different terms for the same idea can confuse readers, even if all those terms are correct translations. A text that switches between different writing levels may sound disconnected. Also, a text that doesn't apply consistent rules throughout can be difficult to understand, and may give a negative impression. Some decisions, such as punctuation and spelling, may seem small, but they impact the entire text.

If your team makes decisions about the standard for each of these items before translating, it will help your translation be consistent. It will also save time by decreasing the number of edits needed before publishing.

Remember, your language community is the only authority on your language and its rules, so only your community can make these decisions.

Translation teams may want to consult experts in their language, such as teachers, to guide them or to answer these questions for them. Some communities have

Teacher's Notes:



If you are training translators along with leaders, adjust this chapter as needed. It may be helpful to talk to leaders before this session. Find out if they want input from the entire team, or if these decisions should be addressed in a smaller group or by specific, qualified community members.

respected leaders and experts who must be consulted so that the final decisions will be accepted.

In some communities, the grammar, spelling, or punctuation rules may be changing or still developing. If your language does not have established rules, the community can decide what rules they will use for their Bible. Your translation team will want to know the rules they should follow, so fewer items will need correction later.

Your team can decide how to keep track of these decisions and how to make sure translators and typists can access them.

Some teams find it helpful to make lists. They might make charts of punctuation rules, translations (or transliterations) of names and titles, and translations of key words or terms (including alternate translations for alternate contexts). Teams may also agree to use a particular dictionary or language textbook as their standard for grammar and spelling questions.

At the end of this chapter, we've included some lists to help your team plan for consistency. You are free to use any of these that you feel would be helpful for your team. These lists can also help our publication staff prepare your translation for print.

If you would like to make a list of translations for key words for your team, some teams have found it helpful to start with a digital version of Translation Words. Remember, this list contains words that other translators have found difficult.

Teacher's Notes:

If rules in the language are well-established, the team may still want to use lists as a reference for translators and proofreaders. In this case, they may choose to assign one person to compile lists for the team.

If you are a trainer from the target language community, your Wycliffe Associates contact person can provide you with make the most updated digital version of Translation Words.

Discuss:

- **Does your language have established rules for your team to follow?**
- **If not, how will you decide what patterns or rules to follow for your Bible?**
- **Who in your community can help with these decisions?**



If the team feels the Handouts would be helpful, give them time to work together (or to plan a meeting to discuss the

- **Is there anyone who needs to be consulted in order for these decisions to be accepted?**
- **How will your team keep track of the decisions and make them accessible to translators and typists?**

Teacher's Notes:

issues with others in their community).

Encourage them to consider whether they will print and attach the lists to the Quality Assessment Guide for all translators to consult while translating, or make it available in some other way.

Confirm: Participants understand the need for consistency in their translation. They have considered the best rules for their translation and how to keep track of those rules.

Handout 13.1 Considerations for Consistency

(Optional)

Consistency: Grammar, Spelling, Writing Level

Are there any spelling or grammar rules that aren't always agreed on in your community? If so, which spellings and grammar structures will you use in your Bible? _____

Is there a difference between formal writing and casual writing in your language? _____

What considerations should translators take to make sure the Bible follows the correct level of writing? _____

Are there other community members (besides the translation team and the local churches) who should help with these decisions? If so, who are they? How will you plan to consult them?

Handout 13.2 Punctuation Rules Worksheet

(Optional)

Punctuation Rules for _____ language (Language code: _____)

It is helpful to outline the punctuation rules your translation will follow. Proof-readers can use this list to help prepare your text to be published. However, you may also want to make this list available to your translators. This is especially helpful if some of these rules are new or only sometimes used in your language. Agreeing about punctuation before translating will help translators create drafts with fewer errors.

Does your language use punctuation to end sentences?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Examples:	Notes:
Is there a space before or after the sentence end punctuation?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	If Yes, please check one: <input type="checkbox"/> Before <input type="checkbox"/> After <input type="checkbox"/> Both	Notes:
What other phrase ending marks are used?	Examples:	Notes:	
What are the rules for spacing before and after each phrase ending mark?	<input type="checkbox"/> No space before and one space after <input type="checkbox"/> Space before and after <input type="checkbox"/> No spaces <input type="checkbox"/> Other: (please explain):	Example:	Notes:
Is the first word of a sentence capitalized?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:	
Are any other words capitalized?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Examples:	Notes:
Do any words contain a capital letter within the word?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Examples:	Notes:
Does your language use quotation marks?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Please check one: <input type="checkbox"/> Paired (opening and closing) <input type="checkbox"/> Before quote only <input type="checkbox"/> After quote only	Notes:

Handout 13.2 Punctuation Rules Worksheet

(Optional)

	Example of symbols used for first level quote marks:	Example of symbols for second level quote marks (quotes within quotes):	Example of symbols for third level quote marks:
Is there a space after an opening quote mark?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Example:	Notes:
At the end of a quote, should end punctuation be placed before or after a closing quote mark?	Please check one: <input type="checkbox"/> Before quote mark <input type="checkbox"/> After quote mark	Example:	Notes:
Does your language use parentheses?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Please check one: <input type="checkbox"/> Before phrase <input type="checkbox"/> After phrase <input type="checkbox"/> Both	Example:
Does your language use dashes?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Notes:	
Are there any (other) paired punctuation marks in your language?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Types/Examples:	Notes:
Does your language use hyphens or any other punctuation that might be in the middle of a word?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Examples:	Notes:
Does your language use contractions?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Form/Example:	Notes:
Does your language use the apostrophe ('') for any other purposes?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Example:	Notes:
What other punctuation marks are used in your language?	Example/Notes:	Example/Notes:	Example/Notes:
Do numbers in your language ever contain spaces?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Example:	Notes:

Handout 13.2 Punctuation Rules Worksheet

(Optional)

Does your language use thousands separators in numbers (such as commas in 1,000,000)?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Example:	Notes:
Do words in your language ever contain numbers within the word?	Please check one: <input type="checkbox"/> Yes <input type="checkbox"/> No	Example:	Notes:
Are there any other rules or considerations for your language? Please list the rule and include examples.			

Handout 13.3 Labels, Headings, and Book Names

(Optional)

Labels, headings, and book names for _____ language

(Language code: _____)

When you are ready for publication, you will be asked to provide a list of labels and book names in your language to aid in correct printing. If your team desires, you can make this list in advance to aid translators in labeling these headings consistently. The following charts may be helpful.

Title words translated into the heart language

Holy Bible	
Old Testament	
New Testament	
The Gospels	
Chapter	
Psalm (singular)	
Table of Contents	
Alphabetical Order of Books	

Book names in heart language for portion being printed

Genesis		Matthew	
Exodus		Mark	
Leviticus		Luke	
Numbers		John	
Deuteronomy		Acts	
Joshua		Romans	
Judges		1 Corinthians	
Ruth		2 Corinthians	
1 Samuel		Galatians	
2 Samuel		Ephesians	
1 Kings		Philippians	
2 Kings		Colossians	
1 Chronicles		1 Thessalonians	
2 Chronicles		2 Thessalonians	
Ezra		1 Timothy	
Nehemiah		2 Timothy	
Esther		Titus	
Job		Philemon	
Psalms		Hebrews	
Proverbs		James	
Ecclesiastes		1 Peter	
Song of Solomon		2 Peter	

Handout 13.3 Labels, Headings, and Book Names

(Optional)

Isaiah		1 John	
Jeremiah		2 John	
Lamentations		3 John	
Ezekiel		Jude	
Daniel		Revelation	
Hosea			
Joel			
Amos			
Obadiah			
Jonah			
Micah			
Nahum			
Habakkuk			
Zephaniah			
Haggai			
Zechariah			
Malachi			

Some teams also prefer to establish the best translation (term or phrase) for difficult concepts, key spiritual terms, and proper names.

For example, some teams choose to transliterate names (replace letter-for-letter, according to the phonetic sound) rather than use a translation of the name's meaning. The important thing is that all translators deal with proper names in the same way.

For key spiritual terms (such as *righteousness* or *grace*), teams will want to discuss the best way to express the concept in their language. Some teams find it helpful to make a chart with the agreed-upon translation, along with alternate translations for different contexts. This saves time when translating, and also makes consistency checking easier.

Wycliffe Associates can provide you with a digital list of names, key spiritual terms, and many difficult terms to help you get started. Please reach out to your WA contact person if this is something you would like to use.

Chapter 14: Using BTT Writer

Objective: Participants will be able to use BTT Writer to translate and check their work. They will understand which features of the program to use at each step of the 8-Step translation process.

Core Concepts:

- BTT Writer creates a separate file for each book, with chapter and verse labels embedded in the file.
- Teams should plan to assign translation and typing responsibilities so that there is only one person uploading each book.
- Typists who type others' translations and translators who translate directly in the software will need to know how to create a translation project, back it up on the server, and share it with other translators for checking.
- The full manual for BTT Writer is found at: <https://btt-writer.readthedocs.io/en/latest/>

Exercise:

- [Practice Using BTT Writer](#)

Handouts:

14.1 Installing BTT Writer: Screenshots ([Optional](#))

14.2 Using BTT Writer: Screenshots ([Optional](#))

Note: This chapter provides practice using BTT Writer. It is organized as a checklist to guide you as you walk your team through practicing each step. It does not give thorough instructions or troubleshooting tips. Before teaching this chapter, you will want to study the BTT Writer User's Manual at <https://btt-writer.readthedocs.io/en/latest/>.

If your team has chosen to use a different program, skip this chapter and provide guided practice in that program.

Before starting this chapter, make sure every participant has their device turned on, connected to the internet, and ready to follow the steps as you demonstrate.

Have your computer open and on screen to demonstrate each step. Slides are provided, but this chapter is best demonstrated live.

Scheduled Time: 60-90 min.

Workbook p. 60

Materials:

- ✓ Internet for online demonstration, OR
- ✓ Slide Deck: T3 Slides 14 Using BTT Writer

Introduction:

In this chapter, we'll practice the basic steps for using BTT Writer.

This chapter does not give all the information about BTT Writer. The complete user's manual can be found at <https://btt-writer.readthedocs.io/en/latest/>.

BTT Writer helps to simplify the translation process. It allows a translation team to label all chapters and verses, keep the digital files organized, keep track of their progress, back up their work on WA's online storage server, and access Bible checking resources. All these features are accessed right within the program.

Teacher's Notes:



Using
BTT
Writer

See full manual at <https://btt-writer.readthedocs.io/en/latest/>

Teacher's Notes:

There are different ways to incorporate BTT Writer into your translation process. Some translators prefer to use BTT Writer for all of the 8 Steps. Each translator works from their own personal BTT Writer account. If this method is preferred by your team, make sure each translator drafts an entire book, rather than splitting up one book among two or more translators. **Only one account should make uploads for each book. Otherwise, there will be multiple incomplete books with the same name.**

Other translators prefer to draft their translation (Steps 1-4) on paper, and then type their work into BTT Writer. Then, they work on checking steps within the program, using the checking resources side-by-side with their typed translation. Checking Steps 6-8 require the translator to work with partners. There are different ways to share a draft in BTT Writer with a partner, and we will cover these later in this chapter

Still other translators may choose to do most of the 8 Steps on paper and type (or have someone else type) their translation between checking steps, or after all checking steps are complete. Teams who save typing till the end should be careful to keep back-ups of their work, such as taking photographs of drafts.

Each translator should follow the process that feels most comfortable and helpful to them.

If your team prefers to do the drafting steps on paper, demonstrate how to download source text and checking resources from doc.bibleineverylanguage.org.

Even if a translation team plans to use printed checking resources, it is helpful to use BTT Writer for typing and storage because it automatically incorporates chapter and verse labels, keeps all project files organized and documented, and links directly to WA's content server for back-up.

If the translation team plans to work on paper and has designated a typist, use this Exercise (as needed) for the typist, team tech, and/or program manager, while the rest of the team practices translating.

Take time to check on participants' progress, answer

Exercise: Practice Using BTT Writer

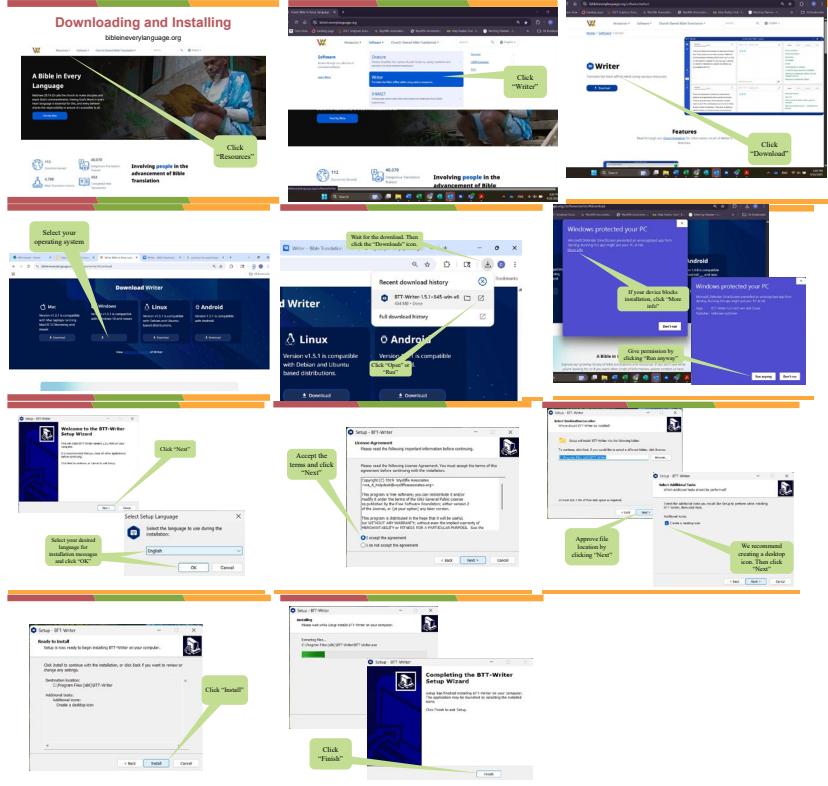
Only team members who will be using BTT Writer need to participate in the Exercise. It is also helpful for leaders to understand how to review and confirm a finished project and document the contributors.

Checklist for Practice:

I will walk you through each step, showing on the screen what it will look like. As I demonstrate, practice each step on your own device.

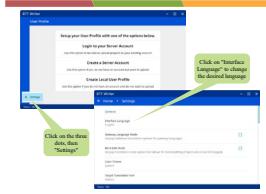
□ Downloading and Installing BTT Writer

BTT Writer can be installed on a personal computer, tablet, or phone.



□ Opening BTT Writer

□ Selecting interface language (if desired)



Teacher's Notes:

questions, and provide individual help as needed.
Skip any steps the team does not need.

The installation steps may be slightly different for different devices. Have the manual pulled up on BIEL in case questions arise.

Some devices block downloads from unrecognized websites. Be prepared to walk participants through giving permission to install the program.

For participants who are struggling, you may want to show them how to pin the program to their taskbar for easy access.

□ Creating an account

There are two types of accounts to choose from.

1. A **Local user profile** is an offline account. The user can use the program but will not be able to back up their translation on the server
2. A **Server account** is necessary if you plan to upload your work to the server

A server account requires an active email address.

To create a Local user profile, you may provide your full name or a pseudonym. No password is necessary. Clicking “OK” will take you directly to the Terms of Use. If you log out, you will use the “Create a Local User Profile” button each time you want to log in without upload access.

If creating a Server account, the “**Username**” is your display name. It is the name that will be listed as a contributor to any project files from your account, so it is able to be viewed by the public. It is also the name you will use to log in. Any work you store online will be listed under this username.

You will need to remember your login credentials (username, email address, and password) in order to access your account and to access your backed-up translations on the server.

Teacher's Notes:

Account Setup



Guide participants in choosing the type of account they will need for their role in the translation. If security is not an issue, most teams will need a server account.

Local User Account



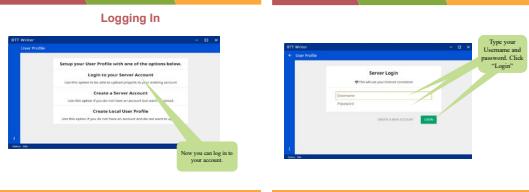
Project files are attached to the device, not to any particular account. This means that any project files stored on the device will be accessible to anyone logged in to BTT Writer on that device. The project file information will also record the username of every account that edited that project (accessible by clicking the “i” icon beside the project’s name on the Home screen).



Server Usernames are publicly available, so some translators may prefer to use a pseudonym. Any pseudonym is acceptable. Participants may want to record these in a safe place.

Confirming email address (for a server account)

Logging in



BTT Writer will keep you logged in even when you close the program.

Reading and accepting the Terms of Use

After you have logged in for the first time, BTT Writer displays the Terms of Use. All users must agree that their work will be open licensed, translated according to the Translation Guidelines, and in agreement with the Statement of Faith.

Enabling “Blind Edit Mode” (if using the program during translation)



Starting a new project

Teacher's Notes:

Participants can click the eye icon in each password field to see what they have typed and be sure they have no typos.

Email confirmation must be done within three hours, or the participant will not have access to their account.

Logging out is a good idea if multiple users are sharing the same computer. If needed, demonstrate how to log out.



Participants can review the three Terms of Use at any time from the “Settings” menu.

In “Blind Edit Mode,” the source text can be hidden while typing. This makes step 4, the Blind Draft, possible.

Starting a New Project



The Target Language is the language you will be translating *into*. This selection does not change the font or keyboard. It is a label that identifies your work when it is stored online.

You can scroll through the list, or search using the search bar.



You can select up to 3 source texts. All source texts in BTT Writer are free of copyright and fit the open license requirements for the translation.

Navigating within the Program

- Three views
 - Read view: use for Step 1
 - Blind Edit view: use during your Blind Draft (Step 4)
 - Edit-Review view: Steps 5-8.
- Arrows/Chapter box
- Menu and returning to Home screen



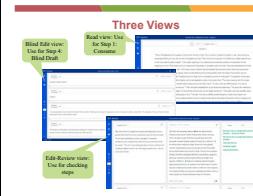
Translating within a Project

Teacher's Notes:



The list is in alphabetical order according to the language code. Using the search bar is often faster than scrolling through the list.

If you are creating a demonstration project, select “English demo1” or “English demo2.”

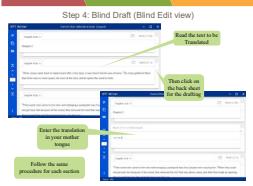


Blind Edit view must be activated in “Settings” to show as an option

- Small arrows: previous/next chunk
- Medium arrows: previous/next chapter
- Large arrows with bars: beginning/end of book

Have participants name the 8-Steps. As they practice translating, watch to make sure they are switching to the appropriate view for each step.

1. Consume: Read view
2. Verbalize: no text should be used
3. Chunk: make notes on paper while looking at Read view
4. Blind Draft: Blind Edit view



5. Self-Check: Edit Review view



□ Placing Verse Markers



□ Translating Footnotes

If you need to add a footnote that is not in the source text, type the footnote into the verse and set it off by double brackets at the beginning and end of the footnote: [[footnote text.]]

□ Uploading

Upload frequently. This creates a back-up of your project file on the server (WACS). Each time you upload, your edits will be saved to this file on WACS.

Teacher's Notes:

Translating Within a Project

1. Consume: Read view
2. Verbalize: no text should be used
3. Chunk: make notes on paper while looking at Read view
4. Blind Draft: Blind Edit view
5. Self Check: Edit-Review view

BTT Writer is pre-chunked, but translators should read and consider the best breaking points for the text on their own. This is part of engaging working memory and is necessary for the translator to recognize major themes and structure in the text.

Only the resources available for the source text, and for the current chunk, will show in the right column. Encourage them to use additional resources as well. For example, the Commentary and Greek Words are not embedded in the program.

After placing verse markers, show participants how the verse markers look if they click the “edit” icon again to change something. Caution them to avoid deleting the verse codes, though they may look like errors.

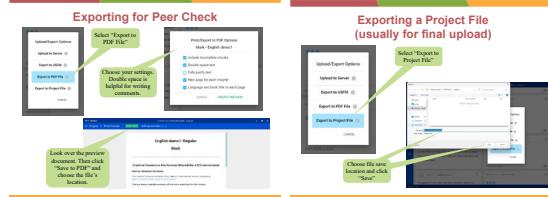
Demonstrate how to translate existing footnotes (Mark 6:3 or 1 Cor. 10:28 are verses that have footnotes in the ULB).



If you accidentally delete your work and you had not uploaded a back-up, DO NOT start a new project for that book. There is a way to recover the project file from your computer's hard drive. Reach out to IT.

If you do not upload your work, and something happens to your computer, there is no way to recover your work.

□ Exporting a Project

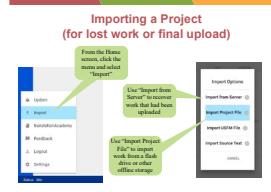


6. Peer-Check: export project and print or email to a partner
7. Key Word Check: print or email project to a different partner
8. Verse-by-verse Check: Read in Edit Review view or export project and print or email to partners

□ Marking a Chunk as Done



□ Importing a Project



Teacher's Notes:

WACS = Wycliffe Associates Content Server.

If translators realize after uploading that they have made a widespread error, and it is necessary to recover a previous version of their project file, they can reach out to IT through the "Feedback" option in the menu to recover previous versions.

Explain the purpose for a project file (such as for transferring a project to another computer for final upload and ease of organization), and emphasize that project files are not for peer-checking. Make sure participants understand that they will need to print or email a PDF file to their peer-checker.

Remember that no partner should make changes to a text, only suggestions, and this cannot be done within BTT Writer.

Emphasize to translators that this button testifies that all 8 Steps are completed for this chunk.

Whenever anyone imports a translator's work into another BTT Writer program, and then uploads from that computer, it creates a duplicate record of the same project (book). If the team works on paper and has

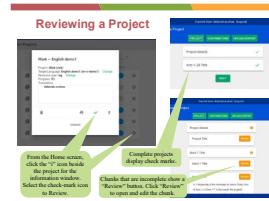
If you lose your work, you can import your last uploaded project file from WACS. **Translators should only import their own work.**

Typists or project leaders may import files from different translators only to compile all chapters within the same project file, so that one file can be used for publication. If two translators have content for the same chunk, BTT Writer will show an alert that there are “merge conflicts,” which must be resolved individually. (Remember, it is better if each person working in BTT Writer is responsible for typing an entire book.)

Teacher's Notes:

a typist, this is not an issue. However, if every translator works in BTT Writer, it is best for each translator to translate and type an entire book. Then duplicate project files won't be created. Otherwise, team leaders must keep careful track, and the process would be complicated. Most teams have only one person in charge of doing final uploads. The other typists upload or export their projects. Then the person doing final uploads imports and merges all projects onto his/her computer and uploads them. Then files from all other usernames can be deactivated.

Reviewing a Project



Listing Contributors

Team leaders are responsible for listing contributors (by username) before the file is submitted for publication. The list of contributors does not have to be published, but there does need to be a record kept on WACS for copyright purposes.



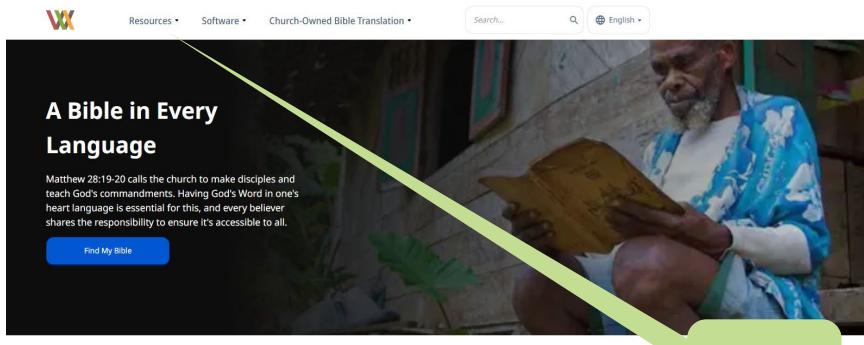
Confirm: Participants understand how to use BTT Writer through the COBT 8-Step translation process. Participants feel comfortable using the program.

Handout 14.1: Installing BTT Writer: Screenshots

(Optional)

Downloading and Installing

bibleineverylanguage.org



112 Countries Served 40,070 Indigenous Translators Trained

Involving people in the

process of translating the Bible

for their own language

and making it available online

so everyone can have access

to God's Word in their heart language

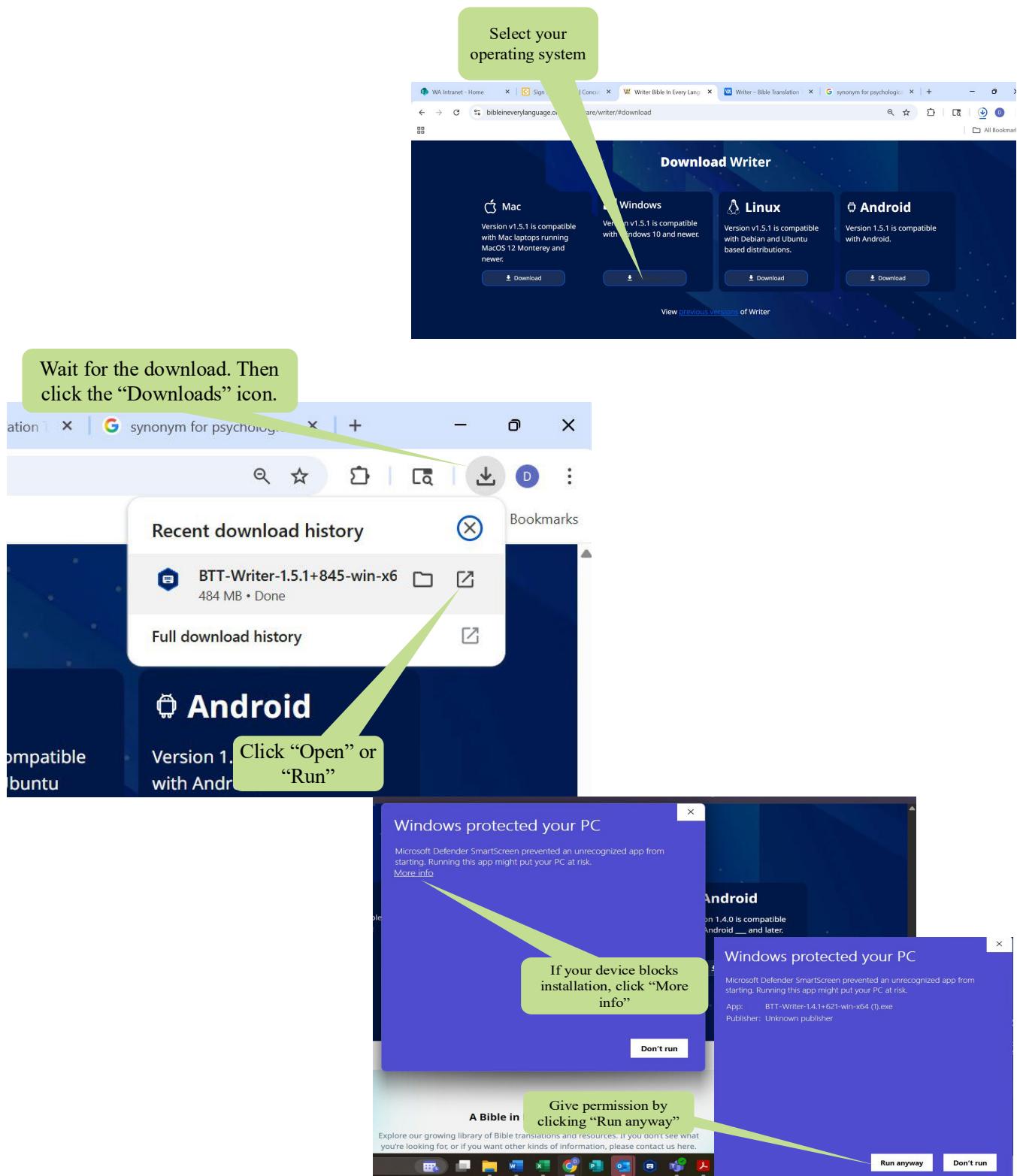
and share it with others

in their community

and beyond

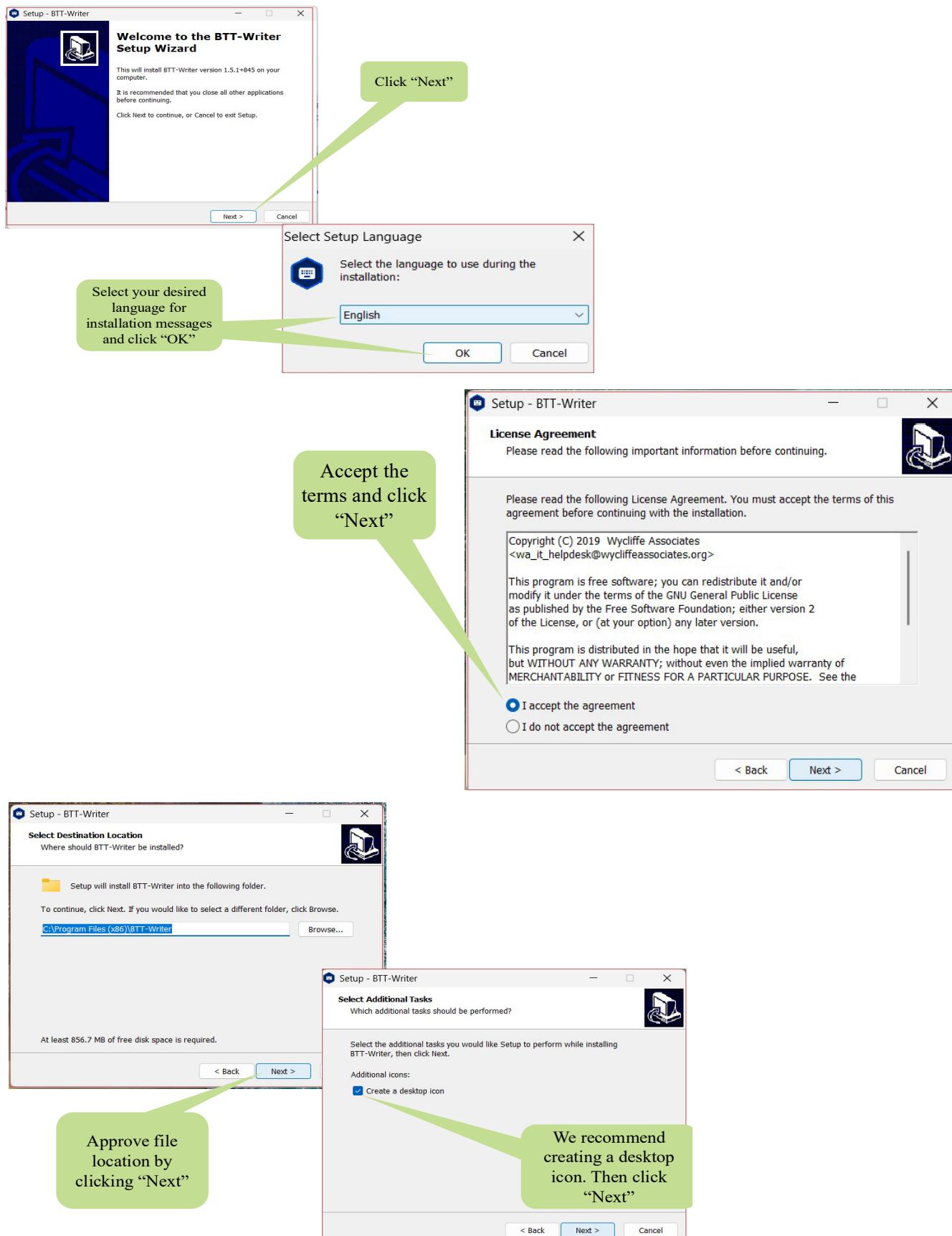
Handout 14.1: Installing BTT Writer: Screenshots

(Optional)



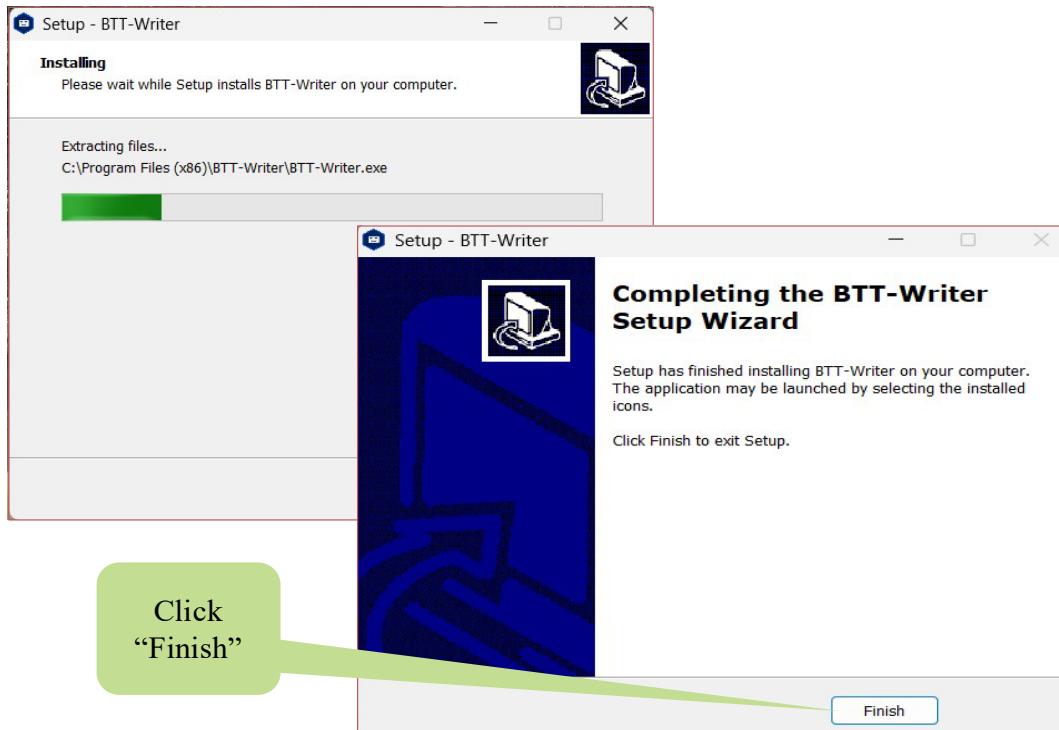
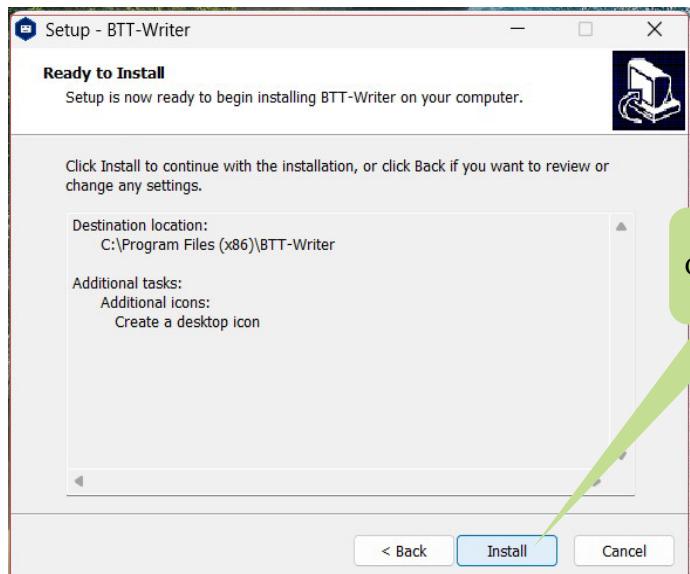
Handout 14.1: Installing BTT Writer: Screenshots

(Optional)



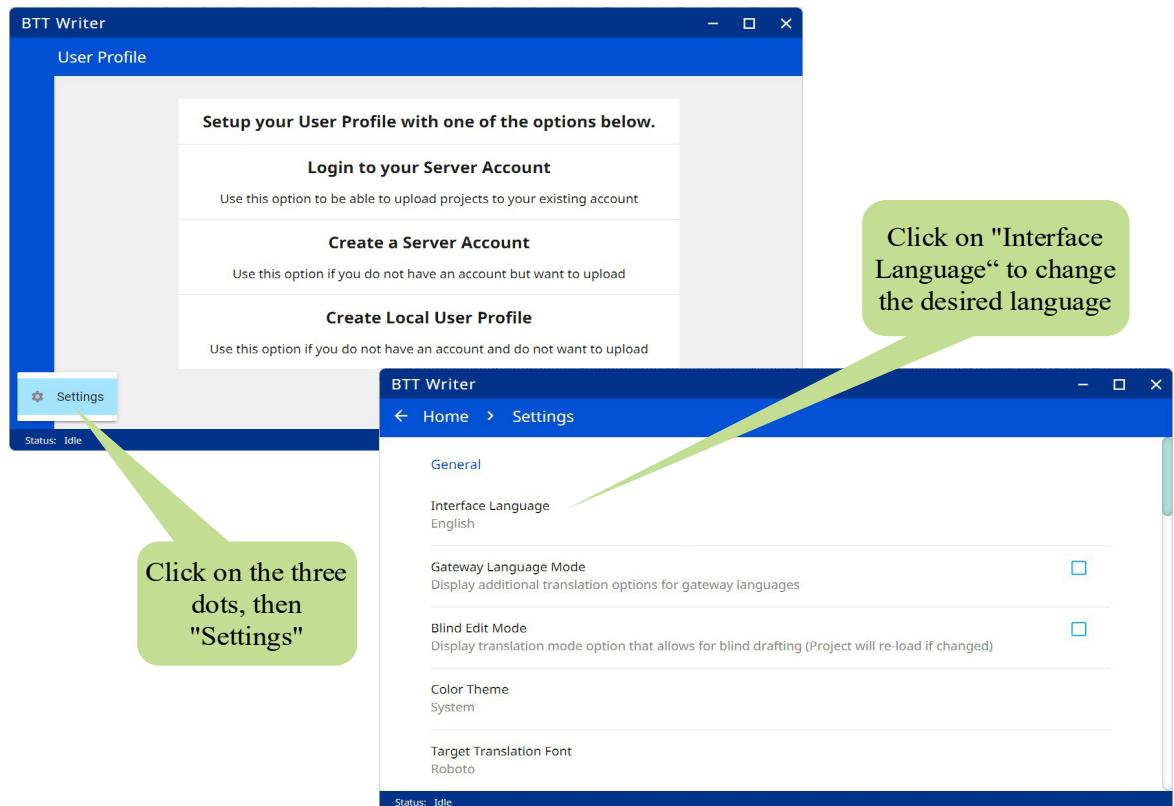
Handout 14.1: Installing BTT Writer: Screenshots

(Optional)



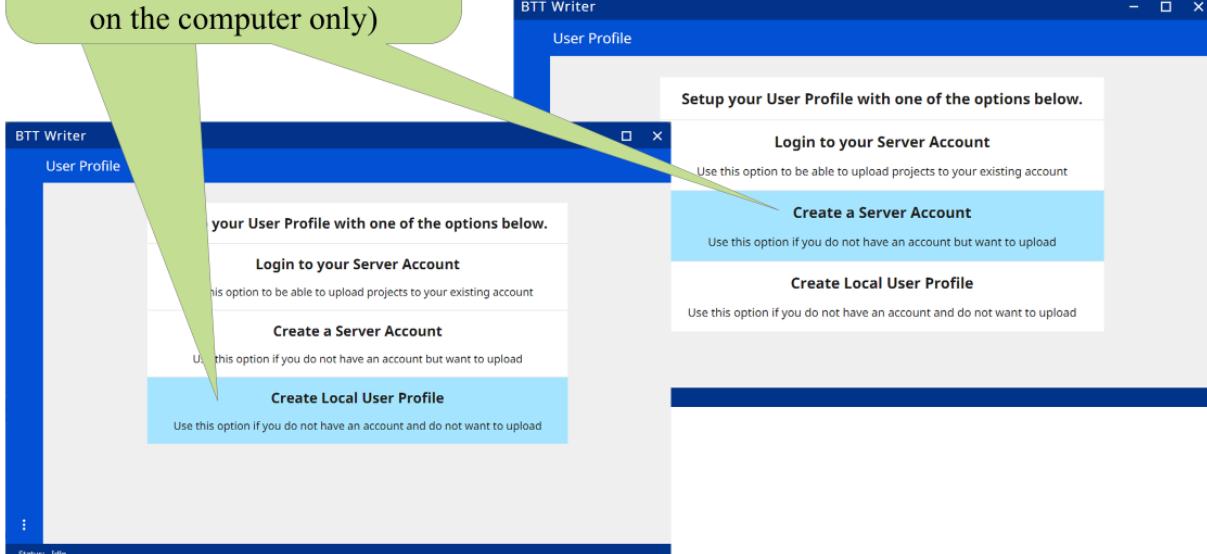
Handout 14.2: Using BTT Writer: Screenshots

(Optional)



Account Setup

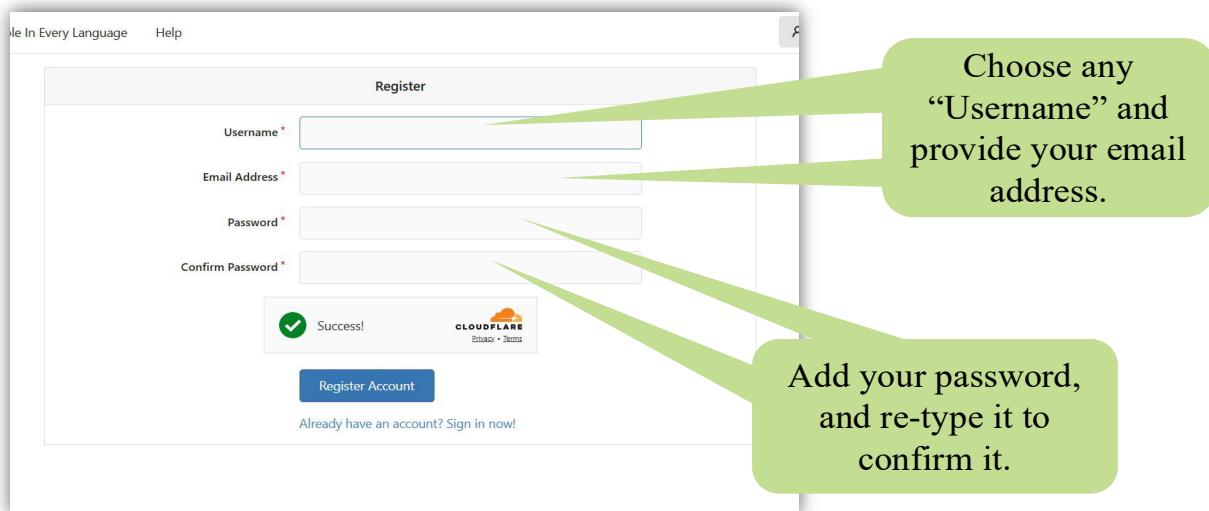
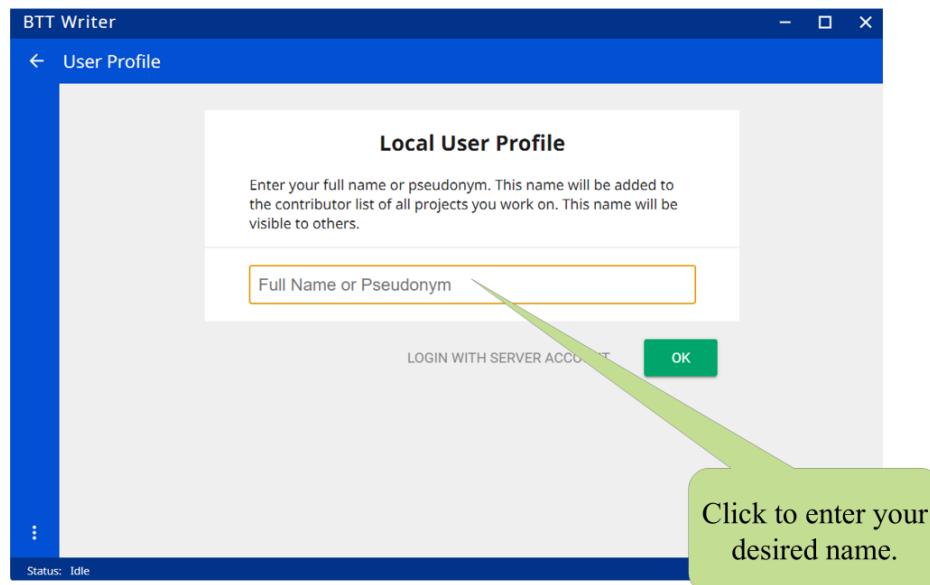
On your first access, you need to create an account: either a Server Account (for uploading) or a Local User Profile (for storage on the computer only)



Handout 14.2: Using BTT Writer: Screenshots

(Optional)

Local User Profile



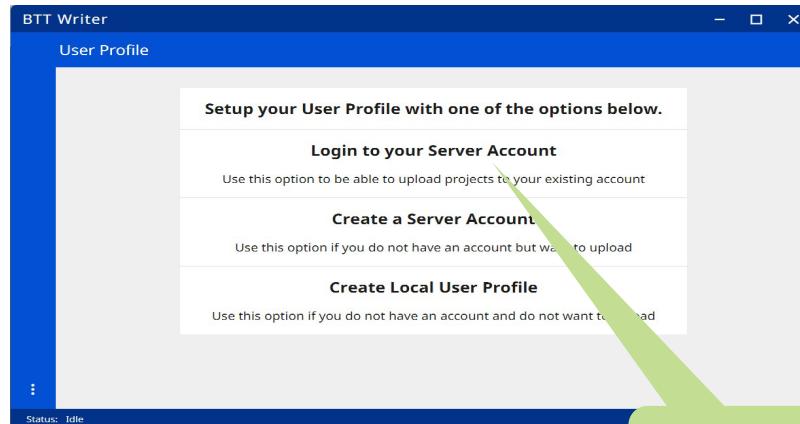
You must remember your Username and password.

Click the link in your email to confirm your email address and activate your account.

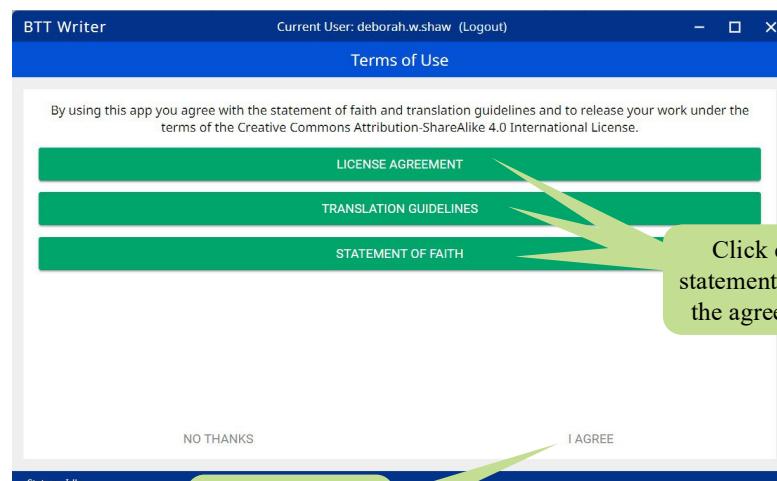
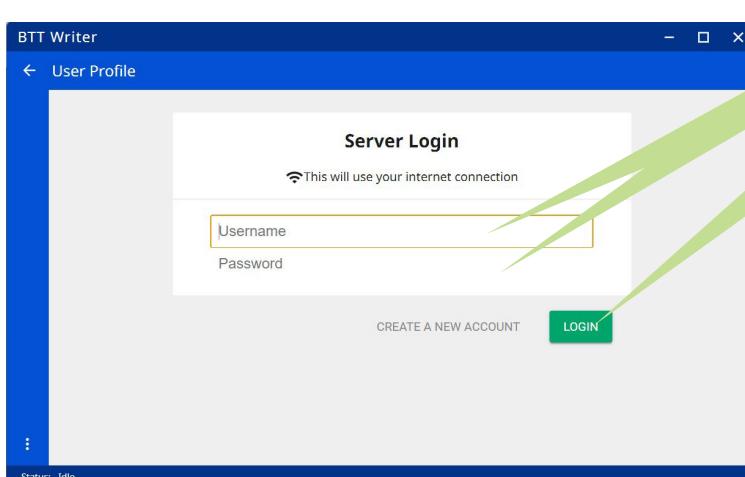
Handout 14.2: Using BTT Writer: Screenshots

(Optional)

Logging In



Now you can log in to your account.



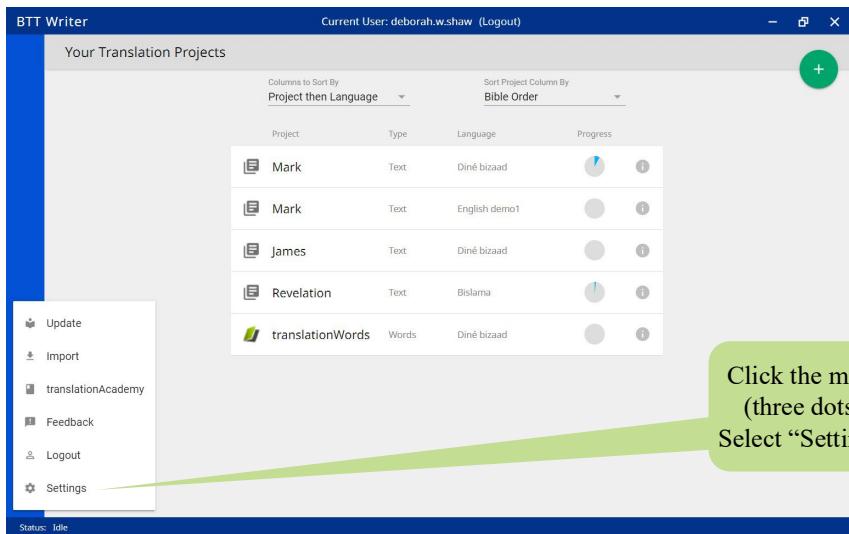
Click each statement to read the agreement.

If you agree, click “I Agree”

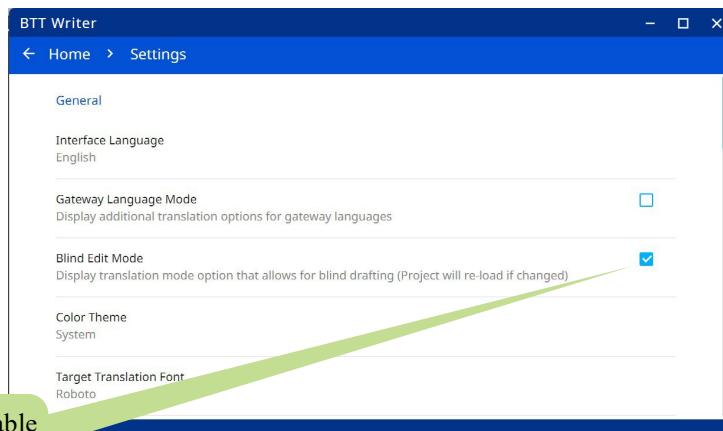
Handout 14.2: Using BTT Writer: Screenshots

(Optional)

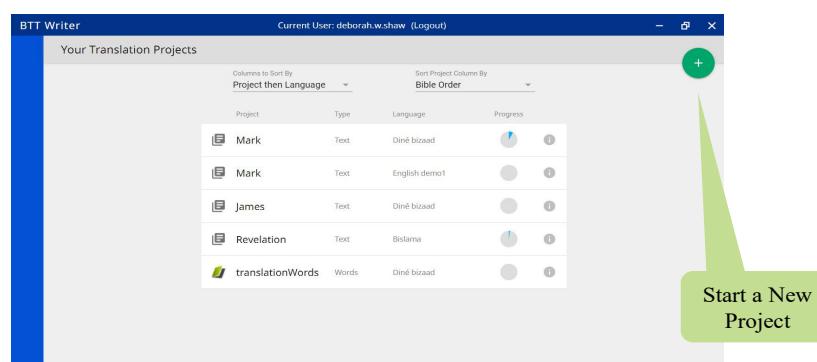
Home Screen (Welcome message shows if there are no projects)



Enabling Blind Edit Mode

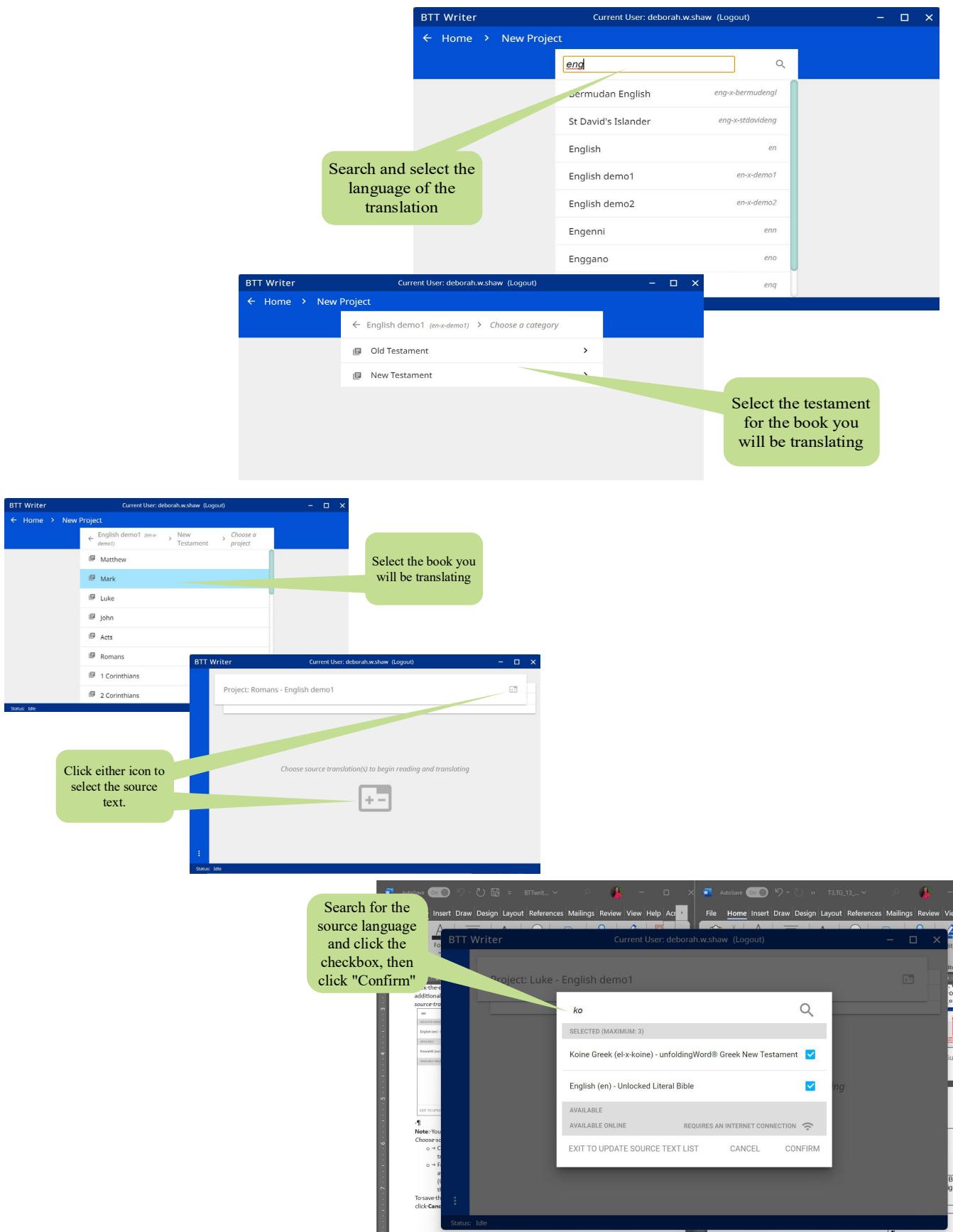


Starting a New Project



Handout 14.2: Using BTT Writer: Screenshots

(Optional)



Handout 14.2: Using BTT Writer: Screenshots

(Optional)

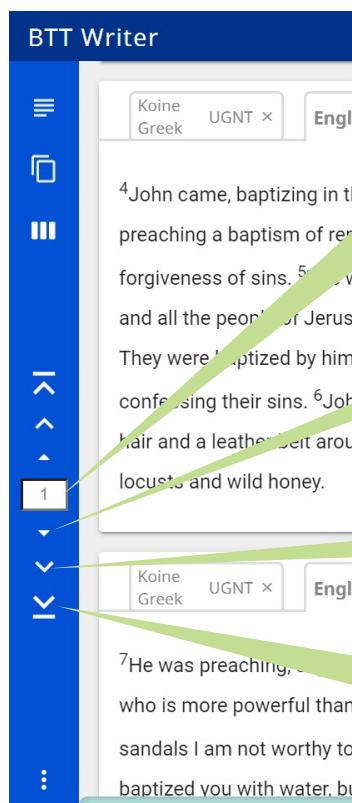
Three Views

Blind Edit view: Use for Step 4: Blind Draft

Read view: Use for Step 1: Consume

Edit-Review view: Use for checking steps

Navigating



Handout 14.2: Using BTT Writer: Screenshots

(Optional)

Step 4: Blind Draft (Blind Edit view)

Read the text to be Translated

Then click on the back sheet for the drafting

Enter the translation in your mother tongue

Follow the same procedure for each section

Step 5: Self-Check (Edit-Review view)

Checking Resources:
Each resource has its own tab.

Click on an entry to open its article

Notes help clarify meaning

blasphemy

blaspheme, blasphemer, blasphemous, insult, revile, taunt

Definition:

In the Bible, the term "blasphemy" refers to speaking in a way that shows a deep disrespect for God or people. To "blaspheme" or "insult" or "revile" someone is to speak against that person so that others think something false or bad about him.

- Most often, to blaspheme God means to slander or insult him by saying things that are not true about him or by behaving in an immoral way that dishonors him.
- It is blasphemy for a human being to claim to be God or to claim that there is a God other than the one true God.
- Some English versions translate this term as "slander" when it refers to blaspheming people.

Translation Suggestions:

- To "blaspheme" can be translated as to "say evil things against" or to "dishonor"

WORDS INDEX

is guilty of an eternal sin

"Eternal sin" is a metonym for "a sin that will be eternally punished." Alternate translation: "is guilty of a sin that will be punished eternally" (See: #gs-metonymy)

Some articles have links to other articles about language structure. These links open the Translation Manual in a separate window.

Handout 14.2: Using BTT Writer: Screenshots

(Optional)

Placing Verse Markers And Translating Footnotes

Your translation will show in the center column.

Click the “Edit” (pencil) icon to make changes.

Click and drag the verse markers to the first word of each verse.

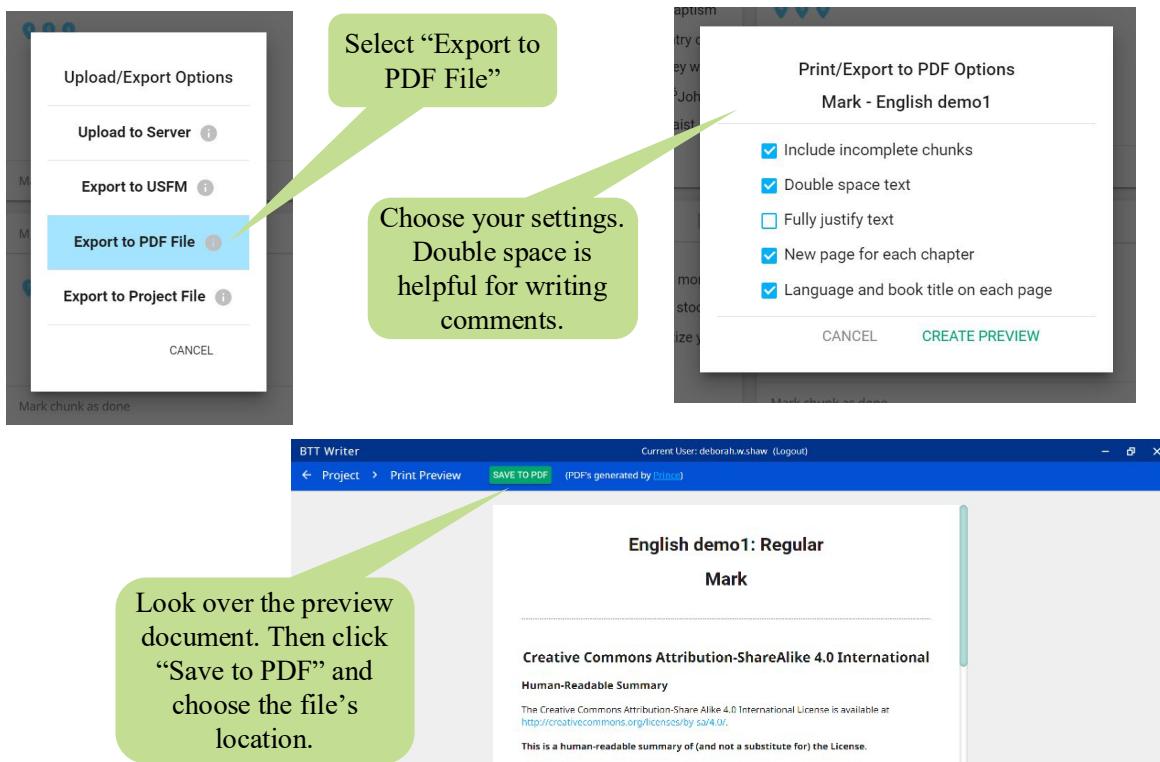
When needed, add footnotes at the end of the verse. Enclose footnote text in double brackets.

Uploading

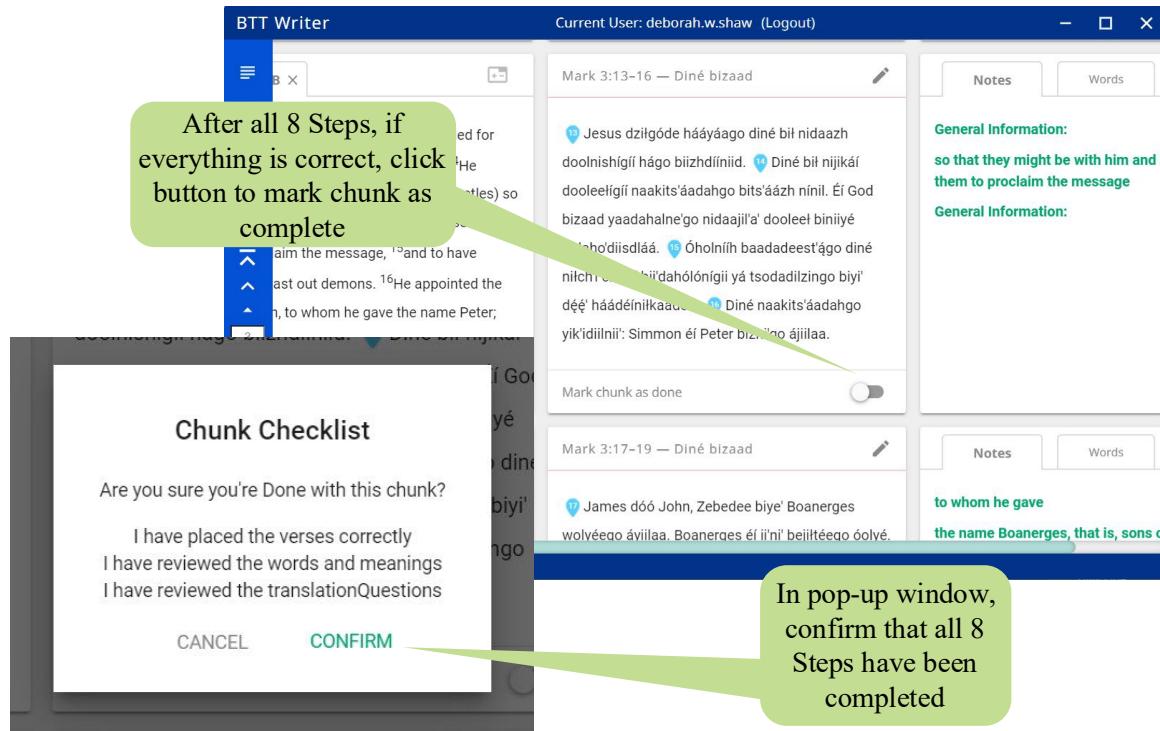
Click on the menu and select “Upload/Export”

In the pop-up menu, click “Upload to Server”

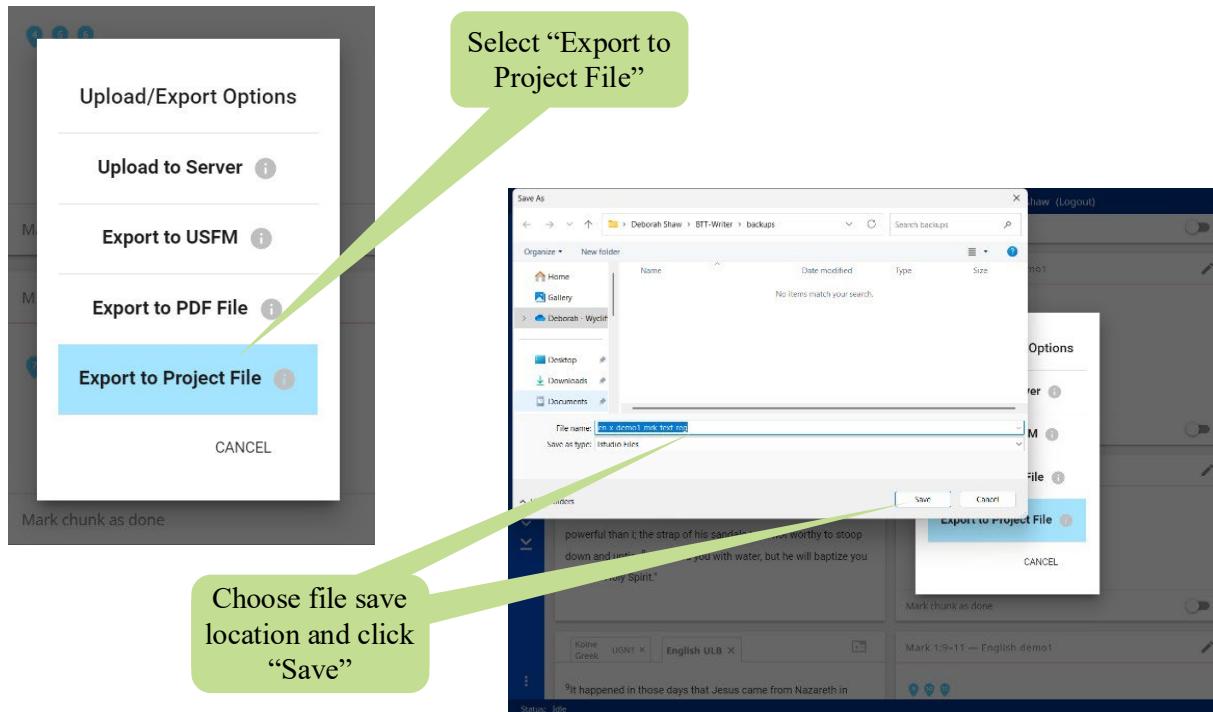
Exporting for Peer Check



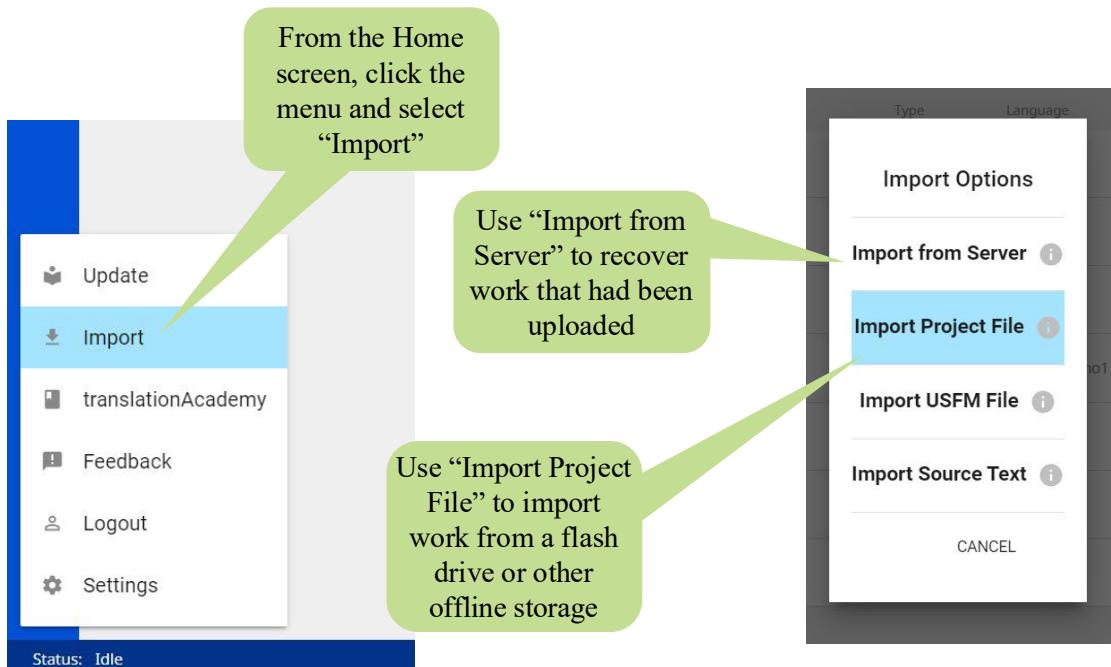
Marking chunk as done



Exporting a Project File (usually for final upload)



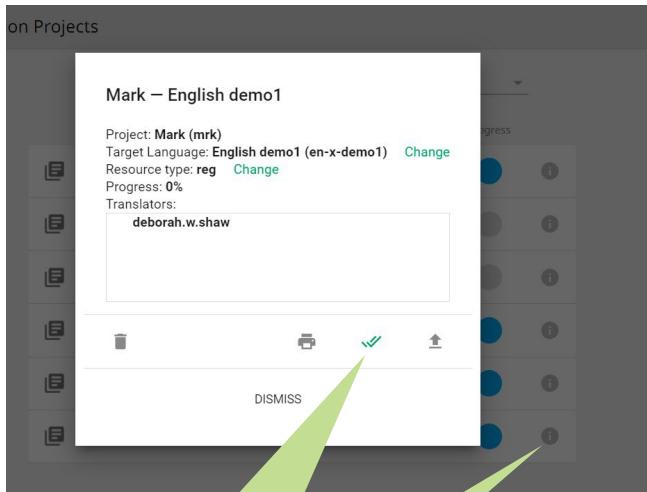
Importing a Project (for lost work or final upload)



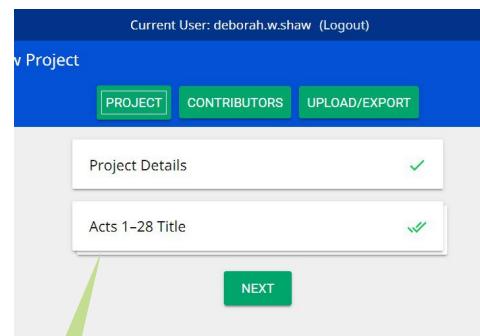
Handout 14.2: Using BTT Writer: Screenshots

(Optional)

Reviewing a Project

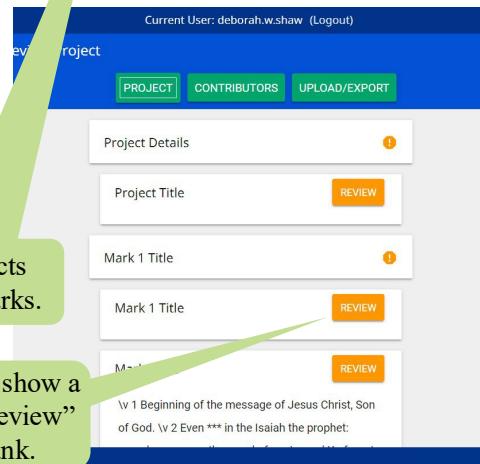


From the Home screen, click the “i” icon beside the project for the information window. Select the check-mark icon to Review.

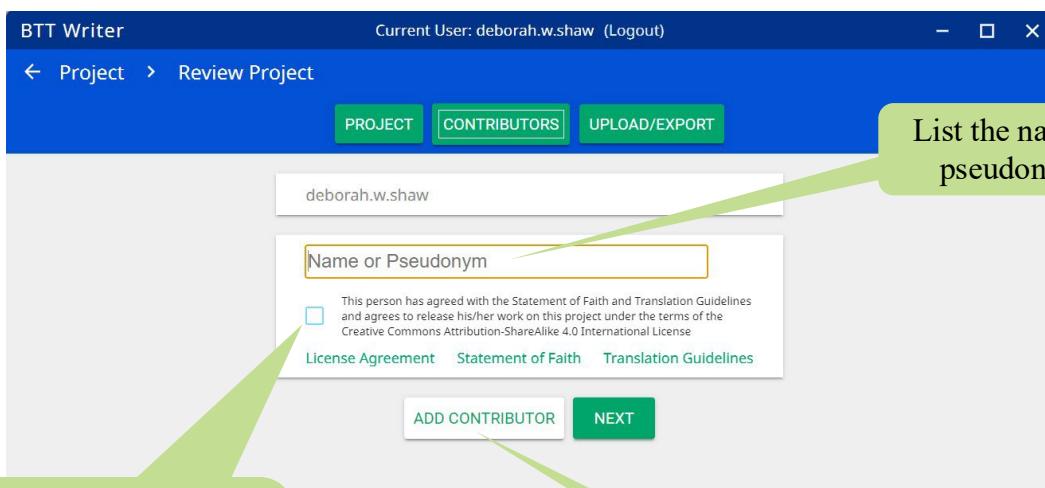


Complete projects display check marks.

Chunks that are incomplete show a “Review” button. Click “Review” to open and edit the chunk.



Listing Contributors



List the name or pseudonym.

Ensure the contributor has agreed to the Open-License Agreement, the Statement of Faith, and the Translation Guidelines.

When finished, click “Add Contributor”



T3: Train the Trainer

Trainer Guide

For use with the 8-Step Bible translation process in Church-Owned Bible Translation projects.

Part 2: Leadership Training

These units cover important decisions your community must talk about. They also explain strategies for organizing the entire process and planning from the beginning for how to finish well. **Leadership teams should go through these chapters before beginning to train their team's translators.** Adjust the sequence of these chapters as needed.

Unit 4 covers decisions that must be made by the target language community before they begin work. It discusses how to plan for the best finished product for their community.

Some of these chapters will not be necessary for T3 partners, because their WA contact person will have already talked with them about these decisions. However, the discussions are included here to equip T3 partners to go on and train new language groups if they desire.

Unit 5 provides material to help partners train their translators. This section goes into the details of why the 8-Step translation process works and the logistics of training, motivating, and grouping translators so that they reach their full potential. It also provides helpful checklists for the leadership team as they select and interview translators and as they carry out the translation process.

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18. Community Acceptance	166
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Unit 5: Training Translators

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24. Building Teams and Harnessing Skills	208

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The English ULB is based on the unfoldingWord® Literal Text, CC BY-SA 4.0. The original work of the unfoldingWord® Literal Text is available at <https://unfoldingword.bible/ult/>.

Chapter 15: Before Translating

Objective: Participants will have the information they need for the community to decide which process is best for doing their heart language translation. They will understand the software tools available for oral and written translations and will be able to choose the best tool for their language community.

Core Concepts:

- Some communities are more comfortable communicating important messages orally.
- Only the local Church can decide the translation format that is best for their language community: oral or written.
- Wycliffe Associates offers free software tools for both oral and written translations.
- The translation team should choose a program that will easily produce the community's desired translation format.

Note: This chapter is included for partners who will be training other partners. The decisions discussed here (whether to create a written or an oral translation, and what software tools best supports the community) should be made before a translation workshop is planned. If you are using this material for a translation workshop, discuss this chapter with the leaders beforehand instead of covering it during the workshop.

Then those who feared Yahweh spoke with one another. Yahweh paid attention and listened, and a book of remembrance was written before him about those who feared Yahweh and honored his name (Mal. 3:16). How then can they call on him in whom they have not believed? How can they believe in him of whom they have not heard? How can they hear without a preacher? Then how can they preach, unless they are sent?—As it is written... (Rom. 10:14-15a).

Time: 30-60 min.

Workbook p. 63

Materials:

- ✓ Whiteboard, markers
- ✓ Slide Deck: T3 Slides 15 Before Translating
- ✓ Bible with place markers
- ✓ Internet to show bibleineverylanguage.org

Introduction:

Many languages in the world do not yet have a complete written form, or perhaps literacy is low in a community even if it has a written form. We want to talk about how we can best serve these language communities in getting Scripture.

This chapter covers two important decisions your community (or the community you will be training) must make before they begin translating.

Teacher's Notes:

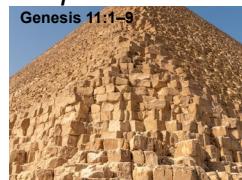


Software Tools for Translating

So [Joseph] gathered up all the food of the land of Egypt which he found in the land of Egypt, and laid up the food in cities; he laid up in every city food for the land which he gathered up. (Gen. 41:48)

All Scripture is taken from the New King James Version®. © 1990 by Thomas Nelson, Inc. Used by permission. All rights reserved.

If these decisions have already been made for the language group you are training, and if the leaders do not plan to train another language group, skip this chapter.



Let's read Genesis 11:1-9.

Some key thoughts from this passage are:

1. God created languages and therefore knows every language.

2. Even though God used the original confusion as a judgment, language diversity is not a bad thing. Instead, it is a way in which God spread people throughout the earth.
3. God is not surprised by the challenges faced in spreading His Word, even to remote, unwritten, or minority languages.

Let's talk about why this discussion is important.

If we picture a spectrum with completely oral communication on one side and completely written communication on the other side, **the majority of languages with no Scripture are on the oral communication side of the spectrum. That means they either have no written form of their language, or else they do have a written form but there are few people that use it often.**

Communities that rely primarily on oral communication may be more respectful of oral communication, and more comfortable with significant information being passed on orally.

These are two of the types of oral communities:

1. Those that express important cultural information orally **and consider that ideal for their community**
2. Those that, although they do not yet have a standardized written language, **wish to communicate important cultural information in written form**

The first kind of oral community might choose an oral translation of Scripture that can be listened to. This is an audio recording of people speaking the words of Scripture.

The second kind of oral community might choose a written translation of Scripture that can be read on papers, or in a book form.

Teacher's Notes:

Read (or have a participant read) Genesis 11:1–9 in any translation.

Share a little bit of data on the number of oral languages in the world (over 3000), and how oral communities function differently than literate communities.



Discuss:

- Who should make the decision about which format to use?

The believers (the local church) in the community, who are invested in getting Scripture for their heart language, should make the decision. These are the people in the best position to decide whether an oral or written translation will serve most effectively.

- What should be considered in making that decision?

Written: If the mother tongue has been a written language for a long time, and most people in the community can read that written language, a written translation is likely the best option.

Helpful considerations are:

- How many people in the community also write (as well as read) in their heart language?
- Is there written literature in the heart language?
- Is it age-specific or common for people to read and write in their heart language?
- Is the number of people who read and write in that language (are “literate” in that language) growing or decreasing?

Oral: If the language has never been in a standardized written form and the people are proud of their oral culture, they are probably used to important truths being passed to them orally. They may be best served with an oral translation.

Helpful considerations are:

- Will people in the community have a way to listen to a translation—like an mp3 player or smart phone?

Teacher's Notes:

Who Decides?



The believers in the community who are invested in getting Scripture for their heart language

Guide discussion to help participants understand that each community is the authority on its own needs.

Allow time for discussion, writing ideas on the whiteboard, if desired.

What Should the Church Consider?



- Has this been a written language for a long time?
- Does the language group have other literates?
- Do the people read and write in their heart language?
- Is that common?
- Is the number of readers growing?

This discussion helps prepare facilitators to reach and lead other language groups in translation.

It is important for them to understand what factors to consider, but emphasize that their job will NOT be to decide the format for another community.

Instead, facilitators should present future partners with thorough information so that the believing community can make an informed decision for their own language group.

What Should the Church Consider?



- How could people listen to an oral translation?
- What do they prefer?
- Is literacy needed?
- Are translators able to read the source language?

- Is there a cultural preference for oral communication for important information?
- Is literacy encouraged or desired?
- Which format will enable the community to use the translation right away?
- Are the translators literate in the Gateway Language (GL)? (This is important because the source text will be written. If translators cannot read the source text, some of them have audio, or a volunteer could read the text aloud for the translators. These factors will impact the process used.)

Here are the options Wycliffe Associates offers for translation process and format:

If there is a writing system:

- Translate the Scripture in writing for a written translation.
- Translate the Scripture in writing and make an audio recording for an audio translation.

If there is no commonly used writing system:

- Translate the Scripture by speaking to produce an oral translation. (This may later be transcribed to produce a written translation.)

One important factor to consider is that the process of a written translation is faster and allows much easier checking and refinement options than an oral-to-oral translation. If the community desires their translation to be published in both a written and an oral (audio) format, the written translation should be their first project if possible. Checking and refinement can be done faster in the written format, and then the written translation can be easily read and converted into audio files.

Teacher's Notes:



Terms to be aware of when discussing processes:

- **Audio translation** refers to an audio recording of a previously done written translation. Oral communities can easily use this translation, but may refuse to do it for themselves because translators must be able to read and write. It is also a long process because it requires both steps (written translation and recording).
- **Oral translation** refers to a translator speaking and recording a translation after reading or listening to the source text, or listening to a speaker reading the source text aloud.

Teach Back:

- Who determines what kind of translation will be best?
- What questions should they consider?
- What might happen if the church doesn't consider the options before they start the translation?

It is important for a translation team to know the final format

Software Tools for Translating

Now let's look at some of the software that Wycliffe Associates offers to help teams translate and preserve their work.

Many software options exist, but Wycliffe Associates is committed to providing free software with free resources for translators to use in checking their translation. Another important aspect of using Wycliffe Associates software is that all data can be freely uploaded to Wycliffe Associates Content Servers (WACS) for storage, use, and revision.

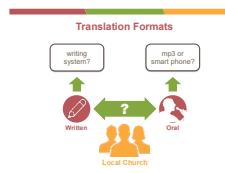
Several software options are available for download at bibleineverylanguage.org.

Teacher's Notes:

for their translation before beginning, because that goal determines what process they will use.



Show bibleineverylanguage.org and demonstrate where to download these. Be sure to familiarize yourself with these programs on BIEL ahead of time so that this goes smoothly.



Remember that it is the local church who decides which translation format to use:

- a written translation that people can read using an accepted writing system for their language community, or
- an oral translation that people can listen to using an MP3 player or smart phone.

Each language group knows best what is right for their own community. We want to show you what we offer for free, but leaders for each language group are the best ones to decide what to use, because they know their own people.

Consider your own project.

- **Have you chosen an oral or a written translation?**
- **How many people in your community read and write?**

If participants already know what format they want their Bible published in, focus

- How will those who do not read or write be able to hear the Scriptures in your language, once your translation is complete?

If a written translation is best for the community, there are three software options we offer. Each provides a different set of advantages.

BTTWriter is good if a tablet or computer is available for translators to use. Not every translator has to have a computer for this option: translators can do all their work with pen and paper and then have a typist who will be responsible for entering their text into BTTWriter. A benefit of BTTWriter is that translation resources for use during the COBT 8-Steps checking steps are embedded in the program, so no internet access is necessary to use those resources.

Autographa is a simple and intuitive program for teams who have little experience with computers. However, none of the checking resources are available within the program.

V-MAST allows translators to continue working together virtually. However, it requires a computer and a good internet connection for each translator, because they must work in V-MAST online. This program provides direct access to online checking resources.

Discuss:

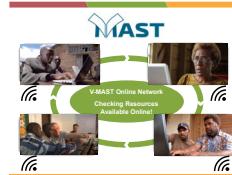
Think about these three options and about whether one of them would work well for your community.

Do you have any questions?

If an oral translation is best for the community, or if there is a need to record a translation that is already written, we offer two options.

BTT Recorder is a recording software that allows people with no literacy or low levels of literacy to create an oral translation of the Bible. This program is designed to serve people with little or no computer skills.

Teacher's Notes:
only on the tools that fit the team's desired end-product.



Orature is designed to allow for audio recordings of current written translations. It was also developed to serve as a platform for creating oral translations from audio source texts. Orature includes audio source files.

Discuss:

Think about these two options and about whether one of them would work well for your community.

When you think about your language community, which of these tools might best serve your needs?

Some other practical aspects to consider include:

- Are there laptop computers or tablets available?
- Is there access to good internet connections?
- Are people in your community used to using computers?

Now that you have considered these things about your language community, do you have a good idea about which program to choose?

- What benefits do you see for using that specific program?
- What challenges might you face using that program?

Psalm 102:18 says, “This will be written for future generations, and a people not yet created will praise Yah.”

Your Bible translation is not just for today; it is for future generations to know and praise the Lord. We want to help everyone to use the right tools, so they will be able not only

Teacher's Notes:



Free Technical Tools for Oral Translations

- | | | |
|--|---------------|---|
| | BITT Recorder | <ul style="list-style-type: none">Simple to useUsers must download audio source files |
| | Orature | <ul style="list-style-type: none">Can also be used for recording written translationsAudio source files are built in |



Allow time for participants to discuss options and ask questions.



Remind participants that WA may be able to provide a laptop or pre-programmed keyboards for our church partners who are engaging in a COBT project.



Psalm 102:18
This will be written for the generation to come,
That a people yet to be created may praise the LORD.

to serve their own local church, but also to preserve the Scriptures for future generations. These software tools are designed with that purpose in mind.

Choosing the right translation tool for your team is essential for two primary reasons:

- The right tool will support the format you have chosen for your translation.
- Using the correct tool leads to preservation of the translation for future publishing.

Teacher's Notes:

If you are training a translation or leadership team who will all be involved with typing, uploading, or printing, take time to demonstrate these processes in the program they have chosen.

If the team has chosen BTT Writer, Chapter 14 provides an opportunity to practice the basic functions of this program. This chapter is included in Part 1: Translation Training to be conducted with the entire translation team if needed.

Confirm: Participants understand the options for translation processes, and the specific software tools Wycliffe Associates offers for each of these formats. They understand that each language community makes their own decision about which format to use. They have begun to consider the factors that impact that decision, how the format will impact the process used for translation, and which software tool best fits their format and accessibility plan.

Chapter 16: Completion Timeline Strategies

Objective: Participants will have a plan for completing their translation project. They will understand some of the details and potential challenges of leading a project to completion.

Core Concepts:

- Project leaders should plan from the beginning to finish well.
- There will be challenges, but planning ahead and assessing community resources to face those challenges can keep teams from getting discouraged.
- Leadership responsibilities may be shared by a team of leaders. It may be helpful to organize a leadership team with clear roles and responsibilities.
- The leadership team is responsible for motivating and keeping translators accountable.

Handout:

16.1 Leadership Actions Checklist (Optional)

For which of you who desires to build a tower does not first sit down and count the cost to calculate if he has what he needs to complete it? Otherwise, when he has laid a foundation and is not able to finish, all who see it will begin to mock him, saying, “This man began to build and was not able to finish” (Luke 14:28-30).

Time: 45-60 min.

Workbook p. 76

Materials:

- ✓ White board, markers
- ✓ Bible with place markers
- ✓ T3 Slides 16 Completion Timeline Strategies

Introduction:

This chapter is about planning your project with the end in mind. Let's talk about how you can start planning now to finish well.

Teacher's Notes:

This chapter is designed to help leaders walk through a conversation with their translation team as they plan a translation. It's included here so that as we train leaders, we can alert them to the need for planning ahead and setting goals.



Completion Timeline Strategies
For which of you, intending to build a tower, did not sit down first and count the cost, whether he has enough to finish it – lest, perchance, after he has laid a foundation and is not able to finish, all who see it begin to mock him, saying, ‘This man began to build and was not able to finish?’ (Luke 14:28-30).
All Scripture is taken from the New King James Version®. © 1998 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Discuss:

Consider Luke 14:28-30.

- How might this passage apply to Bible translation?

What Jesus taught here about counting the cost is a challenge translators should consider as they start their translation.

Invite a participant to Read Luke 14:28–30 in any language.



Most translation teams plan to finish the NT first. This chapter will help them think about a

Completion Timeline Strategies

Chapter 16

Planning for completion from the beginning is necessary.

- **What things should be considered as leaders and translators develop a plan?**
- **As you think of planning to finish well, what does *finish* mean to you?**
- **What are some issues you might face?**
- **What resources do you have in your community to help manage the challenges you might face?**

One important part of planning is setting a timeline of goals.

There are 52 weeks in a year. The New Testament has about 8,000 verses. Therefore, the NT could be completely drafted in 4 months with 21 translators drafting about 25 verses per week.

The more translators you have, the less time it will take.

Teacher's Notes:

timeline. We like to encourage every team to plan to finish the whole Bible. The ideas in this chapter can be applied to NT and OT projects.

Some common issues are:

- losing translators
- lost data
- broken technology

Possible resources include:

- help from a local church for storing equipment
- local church helping to recruit and train new translators
- local church as a meeting place for group checking
- local church identifying someone with Tech ability who can manage translation data and save it to online platform



Six translators would need an entire year, but 35 translators could complete drafting in 2 ½ months.

Timetable for Drafting: New Testament		
Number of Translators	Verses Drafted per Week	Time to Complete
6	25	5 ½ Year
15	25	1 ½ Year
21	25	4 ½ Months
35	25	2 ½ Months

Completion Timeline Strategies

Chapter 16

The Old Testament has about 23,200 verses. It can be drafted in 1 year with 21 translators drafting about 25 verses per week.

Again, expect a longer drafting stage with fewer translators, and a shorter timeframe with more translators.

The community checking (refinement) process also takes several months (many communities set a goal of 6 months for the New Testament). The final proofreading and publication process takes a minimum of four months.

The following questions are some things you will want to discuss with your translation team as you make a completion plan.

Consider:

- **What kind of goal would you like to set for your completion of the NT (or OT)?**
- **How much do you think you (or each translator) could draft in a week?**
- **How many translators do you need?**
- **Will you need to recruit more?**
- **How will you get together to do the checking steps?**
- **Could you plan a weekly or monthly group checking?**
- **Will you do checking together or online?**
- **How will you keep track of who is drafting and checking each portion and what work has been accomplished?**
- **What do you see as some of your challenges?**

The leaders of the translation team will set goals for verse/chapter/book completion, as well as goals for when to release portions for community review.

Teacher's Notes:

Setting Goals

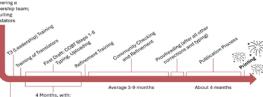


Old Testament: 23,145 verses
21 translators, 25 verses a week, 1 year

Timetable for Drafting: Old Testament

Number of Translators	Verses Drafted per Week	Time to Complete
6	25	3 Years
15	25	1 Year and 3 Months
21	25	11 Months
35	25	7 Months

Sample Timeline for New Testament Completion



Emphasize that we will always be available to them for questions.

Completion Timeline Strategies

Chapter 16

The team should choose a schedule for meeting to do checking steps, and have a goal for their final publication date.

- **What value do you see in making a goal?**

One of the greatest responsibilities of the leadership team is keeping the translators motivated and accountable.

- **What other leadership roles may need to be filled throughout your project?**

You may choose to do all these tasks together, or you may decide to divide the responsibilities among the leadership team. Think about your leadership team. Who is good at organization? Do you have someone who loves to type, or is good at helping others with technology? Who is skilled at teaching or training? Who is a great motivator or encourager? Who feels comfortable following up with translators and ensuring all 8 Steps have been followed for each chapter?

Many communities find it helpful to have a “program manager” or “director” to oversee the project.

Some communities designate one or two individuals to manage all the technology, including typing and uploading the drafts.

Many teams designate one person to handle the “final uploads,” so that all published books can be easily found in the database by searching one username.

Teams often find it more efficient to have one person in charge of contacting everyone on the team when information needs to be shared.

Teacher's Notes:

Possible answers include:

- *training translators*
- *recruiting new translators*
- *tracking progress*
- *communicating with churches and the community*
- *typing/uploading*
- *technology*
- *ensuring all 8 Steps are followed*



Note: Remember when building your leadership team, it is important to include all denominations within your community. It may also be important to include influential church leaders, whose endorsement is needed for the acceptance of the translation. We will discuss the importance of including these sections of your community in Chapter 18: Community Acceptance.

Completion Timeline Strategies

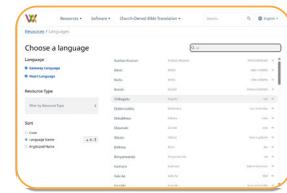
Chapter 16

Whatever you decide, it helps to have your roles and responsibilities clearly defined. A checklist or chart can help you keep track of the steps you will take to produce a successful translation.

Imagine the day when your translation will be posted here.

Teacher's Notes:

If your team would find it helpful, distribute copies of Handout 16.1: Leadership Actions Checklist at the end of this chapter. Point out that some tasks may take more than one person. Also point out that the leadership team may assign tasks to translators or tech assistants within the translation team, but should always keep track of who is leading each task.



Alternately, show a NT on bibleineverylanguage.org.

If doing a T3 workshop, a tech team member will help the team learn to upload their work and store it here.

In Chapter 19: Scripture Accessibility, we will talk about different ways to share the translation.

Confirm: Participants have chosen to begin their project with a commitment to complete it. They understand the leadership roles and responsibilities. They recognize challenges and realize the importance of making a goal for completion.

Handout 16.1: Leadership Actions Checklist

Optional

Checklist: Action Steps for Translation Leaders

A chart like this can help you keep track of some of the steps for a successful translation, and who will lead each step (this list focuses on tasks for the translation process; a separate list for workshop planning can be found in Chapter 23). This list is not comprehensive. You may want to adjust this list to fit the needs of your team. The person or groups responsible for each step do not have to be on the leadership team; they may be translators or tech assistants.

	<u>Preparation Steps</u>	<u>Person(s) Responsible</u>	<u>Projected Date:</u>	<u>Date Complete:</u>
1	Recruit translators			
2	Secure commitments from at least 21 translators; gather names and contact information			
3	Plan a schedule for regular prayer		(Ongoing)	(Ongoing)
4	Invite all denominations in your community to participate			
5				

	<u>Translation Process</u>	<u>Person(s) Responsible</u>	<u>Projected Date:</u>	<u>Date Complete:</u>
6	Set up a schedule for regular meetings to do checking steps		(Ongoing)	(Ongoing)
7	Keep track of translators' contact information		(Ongoing)	(Ongoing)
8	Manage communication with the translation team and the leadership team		(Ongoing)	(Ongoing)
9	Manage communication and updates to church leaders and/or community leaders			
10	Finalize your own <u>Quality Assessment Guide</u> (with added qualities for your community, if desired)			
11	Translate the <u>Quality Assessment Guide</u> and make it available to all translators			
12	Assign laptops to those who will type and upload			
13	Interview and assess skills of each translator			
14	Assemble translation teams (minimum of 6 on each team)			
15	Assign books/chapters to each translator			
16	Document who is translating each chapter			
17	Agree on consistent translations of key concepts and terms (such as grace, redemption) and make this list available to all translators			
18	Agree on consistent spelling of names and make this list available to all translators			
19	Keep track of goals and set deadlines for each goal		(Ongoing)	(Ongoing)
20	Follow up with translators to track progress; keep translators accountable		(Ongoing)	(Ongoing)

Handout 16.1: Leadership Actions Checklist

Optional

21	Document when all 8 Steps are completed for each chapter		(Ongoing)	(Ongoing)
22	Type translation drafts			
23	Upload translation drafts			
24	Check for consistent spelling and correct punctuation			
25	Check for consistent book and chapter headings			
26	Mark chunks as done (in BTT Writer) when all 8 steps are completed			
27	Keep track of files and documents		(Ongoing)	(Ongoing)
28	Continue training or provide refresher training for translators (when needed)			
29	Recruit more translators (when needed)			
30	Train, assess skills, and assign new translators to teams (when needed)			
31	Keep track of translators' signatures for the Statement of Faith and CC-BY SA license agreement		(Ongoing)	(Ongoing)
32	Complete a <u>Community Acceptance Plan</u> and make available to the translation team			
33	If more than one draft is uploaded for a book, choose the preferred "primary" draft and communicate with WA contact person			
34	Review finished projects (books) and list contributors for each book (in BTT Writer) for the final upload			
35				
36				

	<u>Community Checking Process</u>	<u>Person(s) Responsible</u>	<u>Projected Date:</u>	<u>Date Complete:</u>
37	Coordinate with your WA contact person to print portions of the translation for community checking			
38	Invite translators/teachers/pastors to lead reading groups to read Reviewers' Guides and Application Guides			
39	Invite the community to regular reading groups			
40	Make the <u>Quality Assessment Guide</u> available to all community reviewers (reading groups, churches, etc.)			
41	Distribute Scripture portions to churches and individuals; invite feedback			
42	Review feedback; decide on changes to be made			
43	Refine/review translation for publication			
44				
45				

Handout 16.1: Leadership Actions Checklist

Optional

	<u>Publication Process</u>	<u>Person(s) Responsible</u>	<u>Projected Date:</u>	<u>Date Complete:</u>
46	Communicate with WA contact person			
47	Choose a printer			
48	Go through Reviewers' Guides for each book			
49	Go through Quality Assessment Guide for each chapter			
50	Check chapter and book headings			
51	Proofread each chapter			
52	Go through all steps in <u>Community Acceptance Plan</u>			
53	Submit for publication, review and make decisions about feedback from WA's publication department			
54				
55				

Chapter 17: Cultural and Social Considerations

Objective: Participants will consider cultural and social factors when leading translation training and Church Owned Bible Translation work.

Core Concepts:

- Cross-cultural work requires us to recognize and respect cultural differences and similarities so we can communicate effectively.
- Teamwork and collaboration, and therefore trust, are essential to checking and refining a Bible translation.
- There may be cultural or social challenges, but our differences can make us a stronger team.

Exercise:

- Culture Connections:** Small groups find similarities in different aspects of culture.

But you, why do you judge your brother? And you, why do you despise your brother? For we will all stand before the judgment seat of God. ... Therefore, let us no longer judge one another, but instead decide this, that no one will place a stumbling block or a snare for his brother (Rom. 14:10, 13).

"Everything is lawful," but not everything is profitable. "Everything is lawful," but not everything builds people up. No one should seek his own good. Instead, each one should seek the good of his neighbor (1 Cor. 10:23-24). After these things I looked, and there was a huge multitude that no one could count—from every nation, tribe, people, and language—standing before the throne and in front of the Lamb. They were wearing white robes and holding palm branches in their hands (Rev. 7:9).

Time: 30 to 60 min.
depending on participation
Workbook p. 79

Materials:

- ✓ White board, markers
- ✓ Bible with place markers
- ✓ Slide Deck T3 Slide 17
Cultural and Social Considerations

Introduction:

All ministry takes place in the context of one or more cultures. Serving in a cross-cultural setting requires us to recognize differences and similarities among cultural groups so that we can communicate effectively. It is important to respect cultural protocols and practices. This is true when working in our own cultural context, and when engaging with church partners and organizations globally.

For example:

In some cultures, silence is an important part of communication, as it indicates good listening.

In other cultures, long gaps and silences can be seen negatively and people want to fill up pauses.

In many countries, it is preferable to invite small groups to discuss a topic or set of questions and for a leader from the group to provide feedback to the wider group. Asking an

Teacher's Notes:



AFTER THESE THINGS I LOOKED, AND BEHOLD, A GREAT MULTITUDE WHICH NO ONE COULD COUNT, FROM EVERY NATION, AND ALL RACES, AND PEOPLES, AND TONGUES, STANDING BEFORE THE THRONE, AND BEFORE THE LAMB, WITH WHITE ROBES, AND PALM BRANCHES WERE IN THEIR HANDS
REVELATION 7:9

But why do you judge your brother? Or why do you despise your brother? For we shall all stand before the judgement seat of Christ... Therefore let us not judge one another anymore, but rather resolve this, not to put a stumbling block or a cause to fall in our brother's way (Rom. 14:10, 13).

All things are lawful for me, but not all things are helpful; all things are lawful for me, but not all things edify. Let no one seek his own, but each one the other's well-being
(1 Cor. 10:23-24).

individual for a response can result in ‘shame’ for the person if they feel their answer is incorrect. This may make them reluctant to contribute to other group discussions.

Training workshops that involve participants from different cultures provide an opportunity to learn together, and to celebrate and better understand differences.

Exercise: Culture Connections

Choose three areas of culture—such as food, religion, marriage and family, work, housing, or recreation.

Share important information about the three topics you have chosen. When you’re finished, a leader from your group will report back to the wider group.

Teamwork and collaboration are central to checking and refining Bible translation. A trust relationship between translators is important as they work together.

- **When thinking about the COBT 8-Step process, which steps might cause difficulty from a cultural context?**

Teacher’s Notes:

Divide participants into groups of 4-5.

(Please be aware that in many cultures people are more confident to share in a group with people they know.)

Ask the group to choose a person to report back to the wider group.

The goal of this exercise is to find connections and build on common ground, while also appreciating differences.



Possible answers include:

- People may feel sensitive about asking others to check their work (such as senior church leaders asking congregational members and young people to check their translation).
- Women may not be expected to take an active role in translation.

Teacher's Notes:

- Young people may have strong faith but be seen as having less formal biblical knowledge.

Address each challenge with encouragement.
(Romans 14:1)

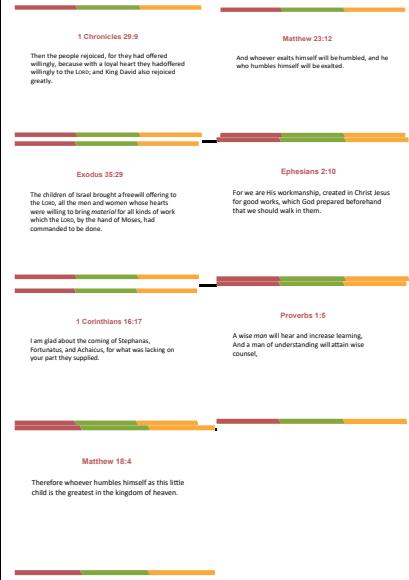
- **How can you deal with each challenge to lead to a positive result for the translation team?**

Possible answers include:

- A cross section of men and women from the church community may be selected as translators, including pastors, deacons, elders, Sunday school teachers, youth group leaders.
- Young people frequently have experience in the use of computers and technology programs, which is an asset to the translation work. Involving young people supports generational ownership.

Working as a team requires:

- Being willing to offer time and talents freely to the Lord (1 Chronicles 29:9)
- Taking the role of a learner (Matthew 23:12).
- Asking questions and being willing to try new things. (Exodus 35:29)
- Valuing others in the team (Ephesians 2:10)
- Expressing appreciation for others within the team (1 Corinthians 16:17)
- Accepting feedback and recognizing others' opinions (Proverbs 1:5)
- Being willing to see our mistakes and try again (Matthew 18:4).



Here are some important factors to consider when leading Church Owned Bible Translation and selecting a Bible translation team:

- Faith in the Lord Jesus Christ
 - Bilingual ability in the Gateway language and the Heart language to be translated.
 - Ability to read and write in both the source language and target language
 - Biblical knowledge
 - Experience with computers/technology.
 - Existing relationships between the translators
 - Involving women in the translation team (consider Lydia in Acts 16)
 - Involving young people in the translation team to support generational ownership (consider Paul's relationship with Timothy)
 - Including all denominations within your community
- **What people in the community should be invited to be part of the leadership team or the decision-making process?**
- **How can you encourage all denominations in your community to participate from the beginning?**

Teacher's Notes:

There may be cultural and social challenges as we work together. However, our differences can make us a stronger team. It helps to recognize that parts of the process may be uncomfortable. The solution is not in trying to change culture, but in listening, respecting one another, and finding strategies to help the team to be successful in translation.

Remember: WHO we have in common is far more important than any differences.



Confirm: Participants understand that cultural and social factors are part of working together as a team. They see that the COBT 8-Step method harnesses the capacity within the church and allows translators to work together for God's glory.

Chapter 18: Community Acceptance

Objective: Participants will identify the needs within their cultural context for Scripture to be acceptable to the average user.

Core Concepts:

- The finished Bible translation should be published in a format and style that is acceptable to the language community.

Exercises:

- Community Acceptance:** Participants plan for their community's acceptance of the translated Scripture.

Handouts:

18.1 Part 1: Community Acceptance Discussion (Optional; also in Workbook p. 83)

18.2 Part 2: Community Acceptance Plan (Optional; also in Workbook p. 84)

On the first day of the seventh month, Ezra the priest brought the law before the assembly, both men and women, and all who could hear and understand...Ezra opened the book in the sight of all the people, for he was standing above the people, and when he opened it all the people stood up. Ezra blessed Yahweh, the great God, and all the people lifted up their hands and answered, "Amen! Amen!" Then they bowed down and worshiped Yahweh with their faces to the ground (Neh. 8:2, 5-6).

Time: 30 min. plus
60 min. for exercises.

Workbook p. 82

Materials:

- ✓ White board, markers
- ✓ Bible with place markers
- ✓ Slide Deck T3 Slides 18
Community Acceptance

Introduction:

Each language community has unique cultural expectations for sacred teachings. This is important to keep in mind when planning to share the completed Scripture translation.

We'll identify what makes a Bible translation acceptable to your language community and make a plan to meet that expectation.

A **Community Acceptance Plan** is one of the guides you will have your translation team make. As the **Quality Assessment Guide** helps the team plan for the content to be of good quality, and a **Scripture Accessibility Plan** gives believers exposure to God's Word, a **Community Acceptance Plan** helps make the Bible acceptable for use in the local church.

1 Corinthians 9:22 tells us that Paul became all things to all people so that the way he did things would not be a hindrance to the truth.

Teacher's Notes:



Scripture Accessibility is covered in Chapter 19.

1 Corinthians 9:22
to the weak I became weak, that I might win the weak. I have become all things to all men, that I might by all means save some.

In the same way, we can plan wisely so that the way the translation is done or the finished product does not limit people's willingness to use it.

Discuss:

- **What makes a Bible translation acceptable to your language community?**

- **What are some cultural and social challenges that may affect the translation effort of the local church?**

- **What suggestions do you have for overcoming the challenges you have identified?**

Remember also our discussion about cultural considerations. Some communities may expect certain leaders or pastors to be part of the translation.

- **What people in the community should be part of the translation, the checking, or the decision-making process?**

- **If all denominations in your community are not already involved, how can you encourage them to participate?**

Exercise: Community Acceptance
(Participant Workbook pp.83-84)

Teacher's Notes:



If you have not already addressed Cultural and Social Considerations, do so briefly here.

Possible challenges include:

- It may be difficult for the older generation to accept (or use) an electronic Bible.
- Some may think passages printed on regular printer paper are not an appropriate presentation for God's Word.
- People might not want hard copies if they fear persecution.
- Some might not accept a translation if they do not trust those who do or promote it.

Extra copies of the Exercise can be made from the

Let's start by discussing and listing the characteristics that need to be present for your translation to be acceptable in your culture.

- **Are there expectations in your culture about how sacred writings should be formatted, printed, and bound?**

For Part 1, "Community Acceptance Discussion," take some time to discuss the questions on Workbook p. 83 as a group and take notes about steps needed for your translation to be accepted in your community.

Then, for Part 2, "Community Acceptance Plan," use the chart on p. 84 to list the necessary steps.

When leading a translation project, you will guide leaders and translators in creating a plan for Community Acceptance. This will be the plan their team members refer to throughout the translation and formatting process.

You will want to confirm with your translation team that the Community Acceptance Plan is clear and agreeable to each member of the team.

- **What resources can you suggest to help address the practical challenges and action steps you've discussed?**

Teacher's Notes:

Handouts at the end of this chapter if needed.

Invite a volunteer to make a list of answers on the white board as participants discuss.

They do not need to come up with 10 characteristics or steps. It may only take 4 or 5.

If needed, ask them to define or explain any steps they listed that seem unclear.

Luke 14:28-29

For which of you, intending to build a tower, does not sit down first and count the cost, whether he has enough to finish it? —lest, after he has laid the foundation, and is not able to finish, all who see it begin to mock him,

Confirm: The team has a plan (or is prepared to walk their translation team through making a plan) to translate and release Scripture in an acceptable manner and format. The Community Acceptance Plan should be made available for continued reference.

Handout 18.1: Community Acceptance Discussion

Optional;
also in Workbook p. 83

Community Acceptance Exercise Part 1: Discussion

Discuss the following questions. Having your translation team think through these questions will help your team plan for your community's acceptance of the translated Scripture. Record your plan in the table in Part 2.

1. What are some current cultural or social challenges in your local church regarding scripture in your own language?

2. Are there expectations in your culture about how sacred writings should be formatted, printed, and bound?

3. Are there different levels of writing in your community (such as formal or casual)? If so, what level of writing should the translated Bible be?

4. What leaders or groups of people need to be involved in the translation so that the community will accept the translation?

5. If all denominations in your community are not already involved, how can you encourage them to participate?

6. If your community uses a Bible in another language, what form of Bible do they use? (printed text, digital text, audio)

7. If your community uses written content in your language, what form is it in? (Are there printed texts, digital texts?)

8. How much do people use audio recordings for listening to the Bible or learning other things?

9. Will everyone be able to use the written text, or will some people need an audio Bible?

10. What type of finished product will the church want? (text, audio, both)

Please see "Community Acceptance Exercise Part 2" on the next page and fill in the chart with action steps for the kind of Bible you will need.

Handout 18.2: Community Acceptance Plan

Optional; also in
Workbook p. 84

Community Acceptance Plan

Community Acceptance Exercise Part 2

Based on your discussion above, make a plan for how you will make the Scripture acceptable to your language community. Fill out the chart with the action steps for the kind of Bible you will need.

Action Step	Who is responsible?	Check when Completed

Chapter 19: Scripture Accessibility

Objective: Participants will understand the accessibility and distribution options and have a plan for making the translation available to the language community.

Core Concept:

- The local church should plan for the translation to be available in a format that is easy for the language community to use.

Exercise:

- **Scripture Accessibility:** Participants consider the options and needs of their community, and create a plan for making their translation accessible to everyone.

Handouts:

19.1 Scripture Accessibility Exercise (Optional; also in Workbook pp. 87-89)

19.2 Accessibility Plan (Optional; also in Workbook p. 90)

You will teach them to your children and talk about them when you sit in your house, when you walk on the road, when you lie down, and when you get up. You will write them on the doorposts of your house and on your city gates (Deut. 11:19-20).

Time: 30 to 45 min.

Workbook p. 86

Materials:

- ✓ Whiteboard, markers
- ✓ Slide Deck T3 Slides 26 Scripture Accessibility
- ✓ Bible with place markers

Introduction:

Accessibility and distribution of a finished translation can be a challenge, especially if the church has not planned ahead.

Accessibility deals with how Scripture will be made available to the people of the language community.

When your translation team has considered the expectations and options their community has, they can plan from the beginning to make the newly translated Scripture available to their language community.

The Quality Assessment Guide and the Community Acceptance Plan help translators succeed in producing an acceptable, quality translation of God's Word. However, what does that accomplish if the people of the community can't access that translation?

Let's consider the steps you can take to make the translation available to those who want and need it.

Teacher's Notes:



Optional: Share 1st Thessalonians 2:13, which talks about the Thessalonians' response to receiving the Word of God.



It is important to plan for the translation to be available in a format that is easy for the language community to use. Therefore, it is important to consider what kinds of materials people already use and are comfortable with. It is also important to consider what resources are available.

- **Have you talked to the community about accessibility?**
- **What have you learned?**
- **Consider the type of translation your community has chosen. How does the format change how you will make it accessible?**

The questions to consider in this discussion will depend on the type of translation your team has chosen to work on: printed, read online, or audio.

Print Translations

1. Do you have plans or ideas about how to print your Bible?
2. What is a common book format and binding?
3. Are there print shops that could print books for you? Do you print materials for yourselves?
4. Are sacred texts printed in a particular format? Binding?

Digital Text Translations

1. Do people have access to digital text? How?
2. Will people read online at bibleineverylanguage.org?
3. Will some people have trouble downloading the translation from bibleineverylanguage.org?
4. If yes, what can the church do to help these people? Could someone be trained to download and teach others?

Audio Translations

1. Think about how your community accesses audio files. Do people listen to audio online?
2. Do people download audio material? What type of device do they commonly use?

WA can offer support in training others how to upload and download material.

Teacher's Notes:



Use the questions at left to begin a discussion, depending on the format chosen. The exercise session will give participants the opportunity to write down their answers and make a plan.

Show bibleineverylanguage.org and how to access your participants' GL as an example.

For tech support, connect the leaders with WA staff in Information Technology or Tech Advance.

Exercise: Scripture Accessibility
(Workbook pp. 86-90)

Teacher's Notes:

Think things through together

Discuss questions for your type of translation

Have participants complete the exercise in their workbook (extra copies can be made from Handout 19.1).

If you are training a large group, put participants into small groups for the exercise.

Guide participants to use their answers from the discussion to create an Accessibility Plan (extra copies can be made from Handout 19.2).

Confirm: Participants should now have a plan, or understand how to lead a team through making a plan, to release Scripture in an accessible format. The Accessibility Plan should be made available for continued reference.

Handout 19.1: Scripture Accessibility Exercise

(Optional; also in Workbook pp. 87-89)

Scripture Accessibility Exercise

Break into small groups and discuss accessibility. Thinking through the following questions will help you plan for accessibility of the translation for your language community.

Make a plan using the chart on the final page.

1. Will your translation product be text, audio, or both?

2. Do you expect everyone to be able to get a copy of your product?

3. How will you let people know when the translation is available?

Print Translations

1. Are there options in your area or region for printing your Bible? What are they?

2. Have you already made decisions about book format and binding? Are there considerations from your Community Acceptance Plan (such as specific format or binding for sacred texts)?

2. Will you make scripture portions available before you finish the entire New Testament?

3. Will some people have trouble paying the full cost of their Bible?

4. If yes, what can the church do to help these people?

5. Where will the books be made available?

Handout 19.1: Scripture Accessibility Exercise

(Optional; also in
Workbook pp. 87-89)

Digital Text Translations

1. Do people in your language community access digital text? _____

a. How many people do this? (Most adults, a few adults, young people?)

2. How do they access digital text?

a. Do they have to go far to get access to the internet? _____

b. Do they read online? _____

c. What devices do they use? _____

d. Do they download texts and save them on their devices? _____

e. What formats do they download? (pdf, epub, something else?)

f. Do they share what they have downloaded with other people?

3. Will people be able to read the Bible in Bible in Every Language website?

a. Will they have easy access to the internet? _____

b. Will they be able to navigate the website? _____

4. Will people want to read the digital text offline? _____ Will some people have trouble
downloading the translation? _____ If so, there are two ways of dealing with it.

a. Is there someone who could be trained to download the translation and share it with
others? _____

b. Is there someone who could be trained to make the app?

Handout 19.1: Scripture Accessibility Exercise

(Optional; also in
Workbook pp. 87-89)

Audio Translations

1. Do people access audio files? _____
2. What devices do they use?
 - a. Would people use an app? _____
 - b. Do people share files or apps on microSD cards? _____
3. When audio translations are available, will people have trouble downloading the translation from audio.bibleineverylanguage.org? _____
4. If yes, what can the church do to help these people? _____

Handout 19.2: Accessibility Plan

(Optional; also in Workbook p. 90)

Accessibility Plan

Based on your discussion above, make a plan for how you will make the scripture accessible to your language community.

Action Step	Who is responsible?	Check when Completed

Chapter 20: Scripture Engagement

Objective: Participants will understand that engaging the community in Scripture use is the local church's responsibility and is part of the Great Commission. They will consider their vision and plan for Scripture Engagement in their community, and understand that Wycliffe Associates can provide training and resources when they are ready for this step.

Core Concepts:

- The church will need to plan ways to engage the community in using the newly translated Scripture.
- WA provides resources to assist the church in using Scripture in the community.
- The Bible will bring change in a community, and this positive change can help motivate the church through the translation and refinement processes.

Exercise:

- Group Bible Study: Acts 8:26-39:** Participants will practice a small group Bible Study, and consider how the passage informs the church's responsibility for Scripture Engagement.

Handout:

20.1 Biblical Outcome Form (Optional)

Yahweh commanded us to always keep all these statutes, to fear Yahweh our God for our good, so that he might keep us alive, as we are today. 25 If we keep all these commands before Yahweh our God, as he has commanded us, this will be our righteousness (Deut. 6:24-25).

Therefore, everyone who hears my words and obeys them will be like a wise man who built his house upon a rock. The rain came down, the floods came, and the winds blew and beat upon that house, but it did not fall down, for it was founded on the rock (Matt. 7:24-25).

Now the goal of the commandment is love from a pure heart, from a good conscience, and from a sincere faith (1 Tim. 1:5).

Time: 90-120 minutes

Workbook p. 91

Materials:

- ✓ Whiteboard, markers
- ✓ Slide Deck: T3 Slides 20 Scripture Engagement
- ✓ Bible with place markers

Introduction:

How will the newly translated Scripture be used in the heart language community? The local church should plan to engage the community in using the translation.

- **What do you think it means for someone to be engaged in Scripture?**

People engaged in Scripture use the Bible regularly. They continue to learn and grow spiritually mature, which results in good works. Scripture Engagement means:

Teacher's Notes:



And the LORD commanded me to keep all these statutes, to fear the LORD our God, for our good always, that he might preserve us alive in the land where we are going over to possess it. And if we shall do this, then all the peoples of the earth will see that the God who is in the heavens commands us to do these things. And if we shall not do this, then we shall be destroyed, because we have despised the word of the Lord our God, and because we have not kept his commandments, and because we have not feared him. (Deut. 6:24-28)

All scripture taken from the New King James Version®. © 1998 by Thomas Nelson, Inc. Used by permission. All rights reserved.

Allow time for brief discussion.

What does it mean to be engaged with Scripture?



- Becoming mature in Christ. Ephesians 4:11–13 (through acts of service, unity in faith and knowledge of the Son of God)
- Becoming different from the world as our mind is being renewed. Romans 12:2
- Being equipped to do good works, through biblical training, teaching, rebuking, and correction. 2 Timothy 3:16–17

Scripture Engagement is an important part of fulfilling the Great Commission in our communities, because it impacts evangelism and discipleship.

Remember that there are 6 actions that follow the 4 COBT Beliefs that the local church has the Ability, Authority, Responsibility, and Accountability to translate the Bible.

- Who remembers the 6 Behaviors of Church-Owned Bible Translation (COBT)?

COBT 6 Behaviors:

1. Mother-tongue speakers, in fellowship with their local church, take responsibility for translating the Bible into the heart language of their local community.
2. The local church manages community accessibility to the translated Scripture.
3. Continuing refinement and revision will take place within the community, with mother-tongue Christian speakers.
4. **The church engages the local community in Scripture use.**
5. The local church shares the concept and methodology of church-owned Bible translation with other language communities.
6. The local church takes ownership of generational revisions and updates to the Scripture.

Notice that communities doing Church-Owned Bible Translation take responsibility for Scripture engagement.

Teacher's Notes:

Allow time for discussion before showing answers.

The 6 Behaviors of Church-Owned Bible Translation

1. Mother-tongue speakers, in fellowship with their local church, take responsibility for translating the Bible into the heart language of their local community.
2. The local church manages community accessibility to the translated Scripture.
3. Continuing refinement and revision will take place within the community, with mother-tongue Christian speakers.
4. The church engages the local community in Scripture usage.
5. The local church shares the concept and methodology of church-owned Bible translation with other language communities.
6. The local church takes ownership of generational revisions and updates to the Scripture.

**Emphasize Behavior 4:
engaging the community in
Scripture use.**

Scripture Engagement

Chapter 20

- **How is Scripture already being used in your community?**
- **What are some ways that Scripture was used in the Bible itself?**
 - Preaching/group teaching (Nehemiah 8:1–8)
 - Individual teaching or discipleship (Acts 8:26–32; Philemon addressed to one person)
 - Small group teaching/discipleship (Jesus and his disciples)
 - House visits/evangelism (Luke 10:1–9)
 - Singing (Exodus 15, a song of praise, Psalms)
- **Are any of these methods currently difficult for believers in your community?**
- **When your newly translated Bible is complete and available, how do you think your community will use the translated Bible?**
- **What change or difference do you think there will be compared to using the non-mother-tongue Bible?**

Think about how you, personally, currently use your Bible. How often do you read it? What are some ways that you study it? It is possible that some people who do not have Scripture in their heart language have not thought of reading it for themselves or studying it together in groups. They have not had that opportunity.

Imagine the impact in your community! When Scripture is used in a community, there are often wonderful changes that happen as a result. Let that motivate and encourage you to finish the hard translation work.

Take some time to answer the following questions about your own language group. The questions will help you to plan for Scripture Engagement for your own community.

- **How would you want to see your community engage with your mother-tongue Bible?**
- **How can this vision become reality? What do you need to accomplish it?**
- **If you make your vision into a plan, and then carry out that plan, what kind of impact could it have on**

Teacher's Notes:

This question most likely refers to Scripture in a second language.



Optional: Share Rev. 22:12 and 1 Cor. 3:8-9 about the believers' reward for their hard work.

If desired, have participants discuss these questions in small groups, and record some action steps to help them accomplish their vision for Scripture Engagement.

your community? This includes non-believers, churches you may not know, etc.

Exercise: Group Bible Study: Acts 8:26-39

Workbook p. 93

Let's study this passage together.

- What do we learn about this man, the Ethiopian eunuch?
 - Was he a believer?
 - Was he able to read?
- What did Philip ask him? And what was the man's response?
- Is it safe to think that all people who can read the Bible can understand Scripture without help?
- In this example of the Ethiopian man and Philip, what effects can we see when people read and understand Scripture?

Discuss:

- **How might this passage apply to your own community?**

Sometimes believers need guidance to understand what they read in Scripture. This could also apply to your own community, even after you have the Bible in your own language.

Scripture Engagement is a service for WA partners who want assistance with helping their community use their translation.

Depending on what is needed, WA can assist with training and Bible resources so that people in each community can be actively involved in their newly translated Bible.

Scripture Engagement training and resources can help communities understand and apply what is in the Bible.

Teacher's Notes:

Have someone read the passage aloud in any translation.

Point out that the Ethiopian was probably a believer in God, because he took the time to read and worship, though he didn't understand that the Messiah had come.

Philip asked him if he understood what he was reading. The Ethiopian implied that he couldn't understand, unless someone guided him or provided an explanation.

Possible answers include:

- conversion
- baptism
- rejoicing
- transformation
- actions out of obedience

Scripture Engagement is a service for WA partners who desire assistance.



Using resources can help community members increase their use, love, and understanding of the Bible.

Sometimes people have a difficult time just knowing where to start. The idea of using the Bible outside of church may be new, and Scripture Engagement resources or training can help them to use the Bible more often and more easily. The training and resources can help people think about how to apply what the Bible says to their lives. And, of course, the goal of all Scripture engagement is for people to gain a deeper relationship with Jesus.

There are many kinds of resources available.

- **Topical devotionals**
- **Bible study resources**
- **Reading plans**
- **Basic guides and worksheets**
- **Prayer cards**

Each of WA's resources have the same license as your translated Bible: free to translate, free to copy or adapt. These are some examples that have been used to assist other communities.

Every community's needs are unique. Some language groups have requested help to share the gospel. Others desired assistance with teaching believers how to study the Bible in different ways, or to develop a prayer habit. Like Philip, we want to come alongside you and support your community in your unique Scripture Engagement needs.

- **How prepared is your church to fulfill its calling of engaging the community in Scripture use?**

Every community needs a plan for Scripture Engagement. This is the church's responsibility.

Think about what your language group needs to help them use, understand, and love their translated Bible more. If your church would like assistance with this, here are the steps to take.

Teacher's Notes:



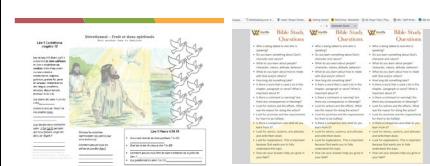
The goal is to help people:

- Know where to **start** using Scripture
- Use the Bible **more often**
- Understand it **more easily**
- **Apply** what it says to their lives
- Gain a **deeper** relationship with Jesus



Examples of Resources

- Topical devotionals
- Bible studies for small groups
- Reading plans / study question lists
- Basic guides and worksheets for leadership or for new believers
- Prayer card



1. **The time to contact WA** will be when you are ready to request prints of your project (either a translated book, or a New or Old Testament).
2. **At that time, ask** your WA contact person to give you WA's Scripture Engagement Assessment (SEA). **Only 1 SEA** is needed per language group, but we encourage you to involve leaders from at least 2 different churches with this assessment, as it gives a bigger focus on the local community's needs and not only on the local church's needs.

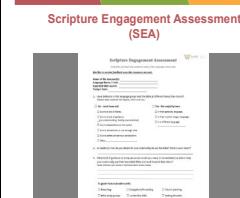
This form asks about your vision and about what you need to meet your Scripture Engagement goals.

Answering these questions helps us to understand your needs better, so we know how we can support you.

- WA's Scripture Engagement staff will **receive** your completed Scripture Engagement Assessment.
- They will review your requests and **put resources** together for your community's unique needs, to assist with your Engagement vision and plan.

3. Then, resources will be **sent** to you in your **gateway** language.
4. After your team looks at the resources, they may **decide to translate** them into your heart language before you use or distribute them in your community. ALL our resources are free to translate and distribute, just like the translated Bible that you are working on. Keep in mind that you may want to keep a few translators available for this work. Our resources are small, but we recommend for you to start your requests a few months prior to a Bible launch.
5. **Feedback.** After your community members have used the resources for a while, WA's Scripture Engagement staff will contact you to find out how well the resources have worked for you, and if you have witnessed a change in your community's engagement level. If not, the Scripture Engagement staff will help you find other ways to get closer to your engagement goal. If WA is unable to further address your needs, we will try to seek another partner to assist you.

Teacher's Notes:



Show slide, or show the S.E.A. form online. Review and help participants become familiar with it. Answer questions, but share that the team should not fill out the form online until they are ready for WA assistance.



Not all language groups need assistance with Scripture Engagement. Even if this is true for your community, you can still help others by filling out the Biblical Outcome Form that will be sent to you!

Teacher's Notes:

The Bible makes certain claims for itself and the work that it will accomplish. The Biblical Outcome Form is a tool to measure the impact that the newly translated Scripture is having in the community.

If desired, distribute Handout 20.1, the Biblical Outcome Form, for participants to practice developing impact stories from their community.

Teach Back:

- How might your community use the new translation?
- Will the pastors in your community use the Scripture for teaching?
- Would weekly or monthly small group meetings work?
- What are ways you might use the Scripture with those outside your own church?
- How can you include unbelievers and skeptics?
- Whose responsibility is it to engage the community in Scripture use?

Confirm: Engaging the community in using Scripture is important for the spread of the gospel and the spiritual growth of the church. Participants understand that Scripture Engagement is the responsibility of the local church, and they understand the necessity of planning for this task. They know how to request resources and training from Wycliffe Associates, if needed, when they are ready to begin Scripture Engagement in their community.

Handout 20.1: Biblical Outcome Form

(Optional)

Biblical Outcome Form

Learning from God's Word about the Impact of Scripture in our Lives—New Testament

Scripture itself says what God's Word does and how it changes lives. Each verse below says something about what God's Word is and does. Consider the questions related to the verse references and seek answers from the local community.

Scripture: Read John 17:17.

Understand: What does this verse say about God's Word?

Apply: Do you read the translated Scripture, accepting it as the truth?

How does this affect your behavior?

Scripture: Read Romans 15:4.

Understand: What does this verse say about Scripture? What is the impact of Scripture in our life?

Apply: Do you have an example of the translated Scripture comforting those who read/hear it?

Have you seen the Scripture increase hope? How?

Scripture: Read Romans 10:17.

Understand: What does this verse say about Scripture? How is faith linked to hearing God's Word?

Apply: Has your faith grown since having the translated Scripture? In what way?

Have you seen others growing in faith through using the Scripture? Can you share an example?

Scripture: Read Hebrews 4:12-14.

Understand: What does this verse say about Scripture? Describe what Scripture does?

Apply: Do you see the translated Scripture exposing truth and identify error for you and your community? Can you give examples?

Handout 20.1: Biblical Outcome Form

(Optional)

Scripture: Read 2 Timothy 3:16.

Understand: What does this verse say about Scripture? What practical ways is Scripture to be used?

Apply: Has the church used translated Scripture for teaching?

What was taught?

What was the result of that teaching?

In what other ways has the translated Scripture been used? (To correct, to instruct, to train?)

What has been the result?

Scripture: Read 2 Timothy 4:1-5.

Understand:

What does this verse say about Scripture? What are we to do with Scripture? What does this verse command?

Apply: Have you (or your community) used the translated Scriptures to preach to others?

Have the translated Scriptures helped you to combat wrong behaviors and traditions?

What evidence have you seen of spiritual growth from translated Scripture?

Scripture: Read 2 Peter 1:19-21.

Understand: What does this passage say about Scripture? How do we have God's Word?

Apply: Has our community listened and obeyed the translated Scriptures?

Can you give examples?

Chapter 21: Sharing Church-Owned Bible Translation with Others

Objective: Participants will understand their own part in advancing the mission of Church-Owned Bible Translation.

Core Concepts:

- Reaching all the remaining language groups will take the whole Church spreading the word about the opportunity for Bible translation.

The things you heard from me among many witnesses, entrust them to faithful people who will be able to teach others also (2 Tim. 2:2).

Time: 30 min.

Workbook p. 95

Materials:

- ✓ *Slide Deck: T3 Slides 21 Sharing COBT*
- ✓ *Bible with place markers*

Introduction:

We have spent a lot of time talking about Bible translation—how to train mother-tongue speakers to translate the Bible into their own language, how to plan for accessibility and acceptability, and many other things. All of this is part of what Wycliffe Associates calls “Church-Owned Bible Translation,” or COBT, and COBT doesn’t stop when the Bible has been translated into a new language.

- How does Bible translation fit into the Great Commission?

Teaching all nations to obey Jesus’ commands requires communicating with them in a way they understand.

When we began, we shared that the local church has the responsibility to evangelize and disciple. We believe this because the Great Commission is a command to the entire church, all over the world.

We empower local churches to evangelize and disciple when we show them how they can have the Bible in the language of their hearts. By identifying language groups in need or mobilizing and training those around you, you can also empower them to make disciples.

- Do you remember the 4 Beliefs and 6 Behaviors?

Teacher's Notes:



Sharing
COBT with
Others

The things that you have heard from me among many witnesses, commit them to faithful people who will be able to teach others also (2 Tim. 2:2)

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The Great Commission
Includes Bible Translation

Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, ²⁸teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age. Amen (Matthew 28:19-20)



Romans
10:17

The Gospel



The Bible
Contains:

The Commands
of Jesus

Matthew 28:19-20

Consider Romans 10:17.

Review these with the group.

Sharing COBT with Others

Chapter 21

Behavior #5 is, “The local church shares the concept and methodology of Church-Owned Bible Translation with others.”

Now that you know about COBT, you have the opportunity and responsibility to share it with others.

- **Do you know other language groups who still need a Bible in their mother-tongue?**

Consider 2 Timothy 2:2.

- **How might this verse apply to Bible translation?**

Impact Story:

A group of immigrants learned about Church-Owned Bible translation after translation work in their language had to be cancelled. They realized that they could take up the work themselves. Many of their community was displaced due to violence in their home country, but they soon had community members working together to translate and refine their translation in three different countries, including one team in a refugee camp.

While preparing to travel to do a training workshop for one of these translation teams, one team leader took the opportunity to reach out to some other immigrants he knew of who had moved to the same area. He knew these language communities were waiting on a Bible in their own language as well. He wanted to share with them what he had learned. He offered to train leaders from these other communities while he was training additional translators for his own language group.

- **How could you contact other groups?**
 - **Do you know other pastors who might know people in need?**
 - **Does your government have a Department of Indigenous Peoples or a list of language groups that you could access?**
- **What do you think the Christians from those communities would say if you shared your experience with church-owned Bible translation? Would others be interested in how they could translate Scripture for their people?**

Teacher's Notes:



Have a volunteer read the verse in any translation.

Sharing COBT with Others

Chapter 21

Remember that all the resources we have been using are free for you to use and share. They are created under the CC-by-SA license we talked about, so they may be used, translated, distributed, and shared freely.

- **Who is qualified to invite other people to do translation?**
- **Who could plan a translation event and invite others? Could you?**

Many people do not feel qualified when they are first invited to participate. Those who have tried the process and found good success are uniquely qualified to share COBT and the 8 Steps of translation with others, because they have personal experience with the methodology. They know the struggles and successes that come from translating God's Word.

- **Did you feel qualified to translate when you were first invited to join a translation team?**
- **Now that you have participated in this training, are you excited to share COBT with people you know? Why?**

Teacher's Notes:

For assistance in accessing resources that are not online, reach out to your WA contact person.

If they don't feel qualified to share with others, explore whether they might realize their feelings are inaccurate if they tried it out.

If not, what ideas might motivate them?

If time allows, discuss the positive impact Scripture has on a community.

Confirm: Participants understand the spiritual value of telling other communities about COBT, and are prepared to share what they have learned. They know they will be equipped with the practical resources needed to help others begin translation projects.

Chapter 22: Why COBT 8-Step Translation Works

Objective: Participants will be aware of the theory that forms the basis for the COBT 8-Step translation process and will be able to communicate the theory to others.

Participants who are using the COBT 8 Steps will be able to adjust their process to ensure the highest quality and completion rate, without compromising the purpose of the timing and sequence.

Core Concepts:

- The COBT 8 Steps are designed to create the best translation possible by using the ways God designed our minds to work.
- The Cone of Experience shows us that the more kinds of interactions we have with information, the better we can remember and understand that information.
- The mind needs information not only to make sense, but also to carry meaning.
- Our minds apply previously learned information to new information to make it meaningful, which can be a good thing or can lead to errors.
- Our minds store short-term memory for 5-7 minutes; then we must use that new information within the next 7-10 minutes to store it in our long-term memory.
- The right and the left sides of our brains have different strengths, and we remember and comprehend information the best when we engage both sides of our brain in working with that information.
- Bloom's Taxonomy shows that for new learning to be useful, it must be applied at higher levels of thinking.
- Because the timing and sequencing of the COBT 8 Steps are based on these scientific principles, the quality of a translation will be compromised if translators skip, re-order, or shorten/lengthen steps.

Handout:

22.1 Chapter 22 Illustrations (Optional); also in Slides and Workbook)

I will praise you because I am fearfully and wonderfully made. Your works are wonderful. My soul knows this very well (Ps. 139:14).

Time: 30-45 min.

Workbook p. 97

Materials:

- ✓ White board, markers
- ✓ Slide Deck: T3 Slides 22 Why COBT 8-Step Translation Works
- ✓ Bible with place markers

Teacher's Notes:



Why MAST Works

I will praise You, for I am fearfully and wonderfully made; marvelous are Your works, and that my soul knows very well (Ps. 139:14).

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Introduction:

In this chapter, we are going to talk about how the COBT 8-Step translation process was designed based on some specific ways God created the human mind to work.

We will discuss six ways in which our brain works.

The COBT 8-Step translation process was developed on a foundation of principles from the fields of education,

Teacher's Notes: psychology, and neuroscience.

1. The Cone of Experience

God has created us in such a way that, the more kinds of interactions we have with information, the more we learn and can use that information.

In Deuteronomy 17:18–19, we see God's commands for a godly king to learn His law: he must not only write down his own copy of God's words, but also read them often and then act on them. This allowed him to **learn** in the best way. We learn different amounts of information, based on different interactions with it.

- **How have you seen your own learning improve when you use information in different ways?**

In Bible translation, before a draft is created, the three steps of Consume, Verbalize, and Chunk help the translator remember 70-90% of the information in the passage. The translator is then able to create a Blind Draft with the fewest errors possible.

- **How do you think translators' work differs as they use the steps more and more?**

We have found in our work with partners that with practice, translators:

- become more comfortable with the process.
- gain more skill in translating harder passages.
- can teach the process to others.
- can translate more quickly.



"Also it shall be, when he sits on the throne of his kingdom, that he shall write him a copy of this law in a book, from the one before the priests, the Levites. 19 And it shall be with him, and he shall read it all the days of his life, that he may learn to fear the Lord his God and be careful to observe all the words of this law and these statutes

Deuteronomy 17:18–19

Invite a volunteer to read Deuteronomy 17:18–19.

Example: imagine just reading about how to do something, versus having someone explain it to you, versus watching someone demonstrate how to do it.



(Workbook p. 97, Figure A)

Note: If not using the Workbook or slides, print copies of the illustrations (at the end of this chapter).

2. Sense and Meaning.

Information is retained and can be used when it makes sense and is meaningful.

- **Which of these two pictures has more meaning for you? Why?**

Although both of these pictures *make sense*, they carry different amounts of meaning to different people, depending on each person's experience, personality, past learning, perception, or preference.

In the first step of the 8 Steps, Consume, the translator is taking in a passage that makes sense. When the translator then Verbalizes the passage in his/her own language in step 2, the translator is demonstrating that it has meaning to him/her. Step 3, Chunk, also makes the translator think about meaning because it requires looking for natural breaks that *fit* the meaning. These initial steps make the Blind Draft step possible because meaningful information from the Scripture passage is retained.

3. Connecting the Dots

- **How many triangles do you see?**

Would you be surprised to find out that there are no triangles? So why do we see them?

We immediately look for triangles for two reasons: 1. We were asked to see triangles, so we try hard to do so, and sometimes we see them even in places where the whole image of a triangle does not appear. 2. We know from previous knowledge what triangles are and can recognize the suggestion of them in this image.

Teacher's Notes:

Sense and Meaning



Both pictures make *sense*. Which is more *meaningful* to you? Why?

(Workbook p. 90, Figures B and C)

Wait for responses.

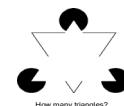
Sense and Meaning



Both pictures make *sense*. Which is more *meaningful* to you? Why?

Consume	sense
Verbalize	meaning
Chunk	meaning
Blind Draft	meaningful information retained

(Workbook, p. 99, Figure D)



Wait for responses.

Our minds apply previously learned information to new information to make it meaningful. This is called *connecting the dots*.

When translators are creating their Blind Drafts, sometimes they “connect the dots” and translate based on their own understanding of the passage or on things they know from other passages of Scripture. The checking steps help translators see places where they have connected the dots—where they have added information or made assumptions that cannot be supported by that Scripture. This is one reason that Step 6, Peer-edit, is so important: a second translator may see where the blind draft has connections that are not in the passage.

4. Short-term and Long-term Memory

Our memory has been designed by God to work in a specific way.

Our **short-term memory** can only **hold** information for **5 to 7 minutes** before it replaces that with new information. Then we need to do something with that information, just like we talked about in the Cone of Experience.

The most effective **use** of new information that we take in happens within the next **7 to 10 minutes**. We call this our **working memory**.

If we do something with the new information in those 7 to 10 minutes, that information gets stored in our **long-term memory** so we can use it **later**.

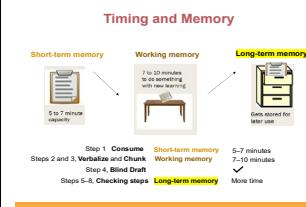
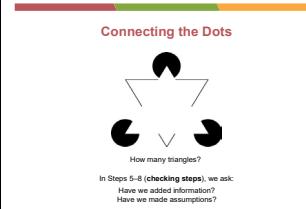
This is why timing is important in the drafting steps!

Consume uses **short-term memory**, so it should only take **5 to 7 minutes** to read or hear one Scripture passage.

Verbalize and Chunk use **working memory**, so they should directly follow the Consume step and be complete within **7 to 10 minutes**.

Input/output theory explains this: once a person has received “input,” they process and confirm the new information when they share, or “output,” what they learned.

Teacher's Notes:



The **Blind Draft** will be easier if these timeframes are followed. Taking longer may seem to help, but in fact the brain will be dumping information.

Checking steps have no time limit because the passages of Scripture are not only written down, but they have been worked with and are now **stored in long-term memory**.

5. Right Brain, Left Brain

Each of our brains has been created with two different sides, and each of the sides has different strengths. We think with both sides of our brain, but most people have more strength using one side of their brain or the other.

- **Which list best describes how you usually think?**

The way you most often think may line up with one or the other of these lists.

However, we each think best when we are able to use **both sides of our brains**. This is called **lateralization**. You can imagine this working in the same way as using both sides of the physical body: although it is possible to get from one place to another by hopping on one leg, if we can use both legs to walk or run, things go much more smoothly.

Because of the advantages of lateralization, the drafting steps are designed to alternate between using strengths on each side of the brain, while the checking steps combine the use of both sides:

- Step 1 – Consume—**left**
- Step 2 – Verbalize—**right**
- Step 3 – Chunk—**left**
- Step 4 – Blind Draft—**right**
- Step 5 – Self-edit—**left**
- Step 7 – Peer-edit—**left** (for someone else)
- Step 7 – Key Word Check—**both**
- Step 8 – Verse-by-Verse Check—**both**

Teacher's Notes:

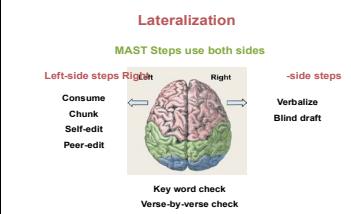
(Workbook p. 100, Figure E)



Go over each list, one item at a time.

Wait for responses.

If you desire, you can have participants guess which steps use which side of the brain, using Figure F on Workbook p. 101, before showing this slide.



6. Higher-level Thinking

This diagram is called *Bloom's Taxonomy*. It shows that learning begins at the lowest level of intaking new information and understanding it. For this new learning to be useful, it must be applied at the higher levels. Let's examine this using a simple example: a pencil.

1. The most basic level is just **remembering** information: **What is it?**
2. Next, we need to **understand**: **What does it do?**
3. Then we **apply** what we know, to think beyond just what we see on the surface: **What else could it be used for?**
4. Next, we can **analyze** our application: **Why would you use a pencil instead of a pen?**
5. We can **evaluate** what we have understood so far: **Does a pencil work for every writing need? Why or why not?**
6. Finally, we can **create** something new, based on all we have learned: **How can you improve the pencil?**

When we apply this to the steps of translation, **Consume** starts at the most basic level. Then we work our way up, applying higher levels of thinking as the steps go on. The **Blind Draft** and the **checking steps** are all performed at the highest levels.

Let's go through the steps and consider which level of thinking is required at each:

Teacher's Notes:



(Figure G, Workbook p. 102)

Pause after each question for discussion.

Analyze: to consider the components, structure, and organization

Evaluate: to make a judgment call about something's usefulness or value



If time allows, have participants tell which level of thinking is required at each step before giving them the answer. They can fill in their answers in Figure H, Workbook p. 102.

1. Consume—remember/understand.
2. Verbalize requires understanding.
3. thinking is analyzing.
4. Blind Draft—understand and remember, in order to create. The translator is recording Scripture in his own language for the first time.

The checking steps all happen at the higher levels of thinking.

5. Self-edit—apply, analyze, and evaluate.
6. Peer-edit—apply, analyze, and evaluate.
7. Key Word Check—analyze, evaluate, and create (finding or borrowing words for new ideas).
8. Verse-by-Verse Check—apply, analyze, and evaluate.

Teacher's Notes:

MAST and Levels of Thinking



Confirm: Participants understand that the COBT 8 Steps are based on scientific principles, and there are good reasons for their timing and order. They understand that the steps have been carefully designed according to how God has created our minds to work.

Cone of Experience

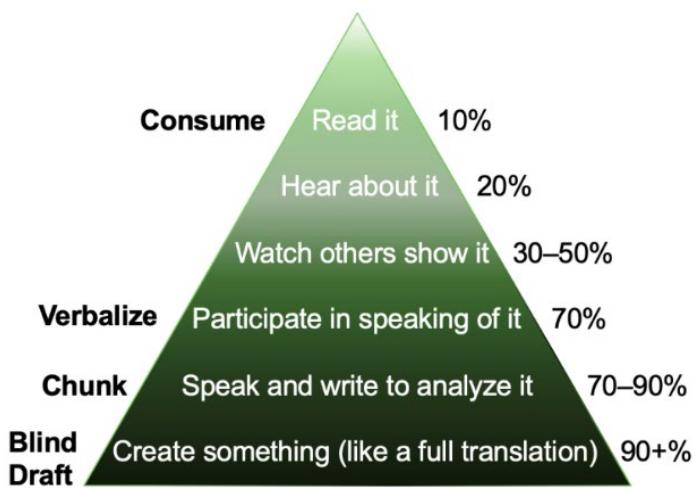


Figure A



Figure B

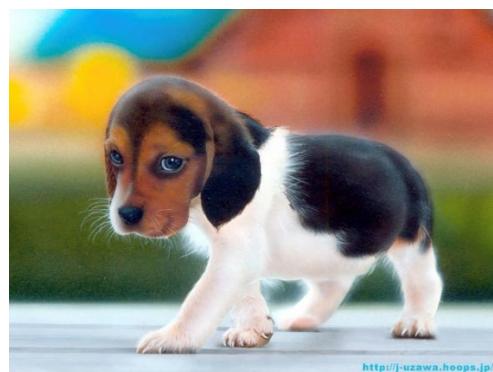
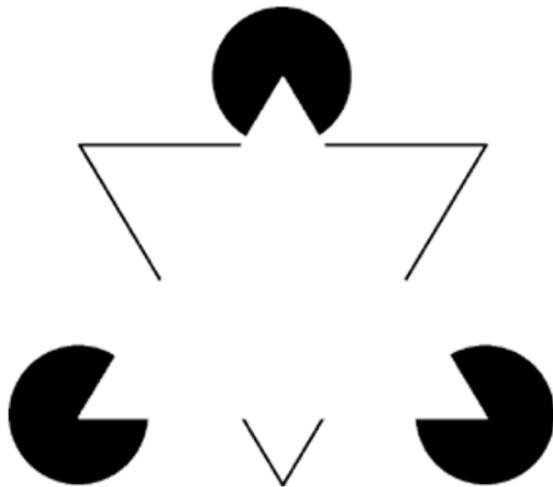


Figure C



How many triangles?

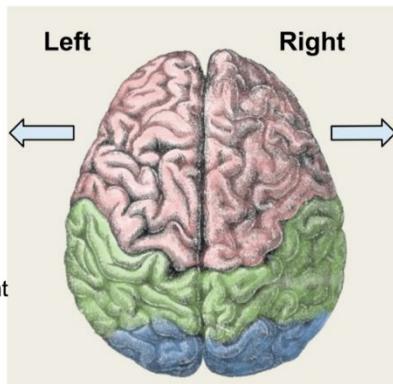
Figure D

Handout 22.1: Chapter 22 Illustrations

(Optional; also in Workbook)

Using both sides is best

- Logical thought
- Math and science ability
- Seeing details
- Planning and putting things in order
- Logic
- Vision on right side
- Control of actions on right side



- Emotional thought
- Ability to do creative work
- Seeing the "big picture" of how everything works together
- Adventurous impulses
- Imagination
- Vision on left side
- Control of actions on left side

Figure E

Higher-level Thinking

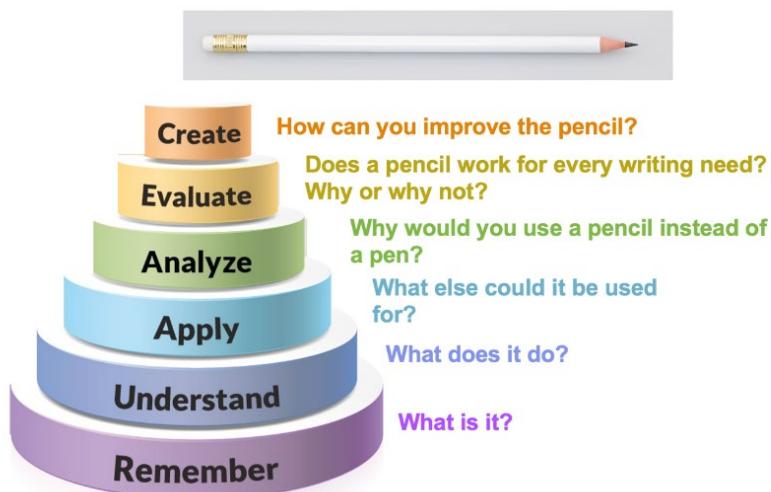


Figure G

COBT 8-Step Translation and Levels of Thinking

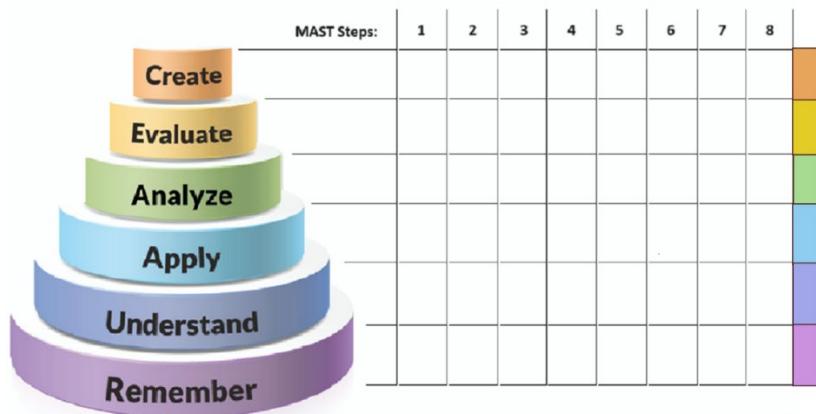


Figure H

Chapter 23: Workshop Planning

Objective: Leaders will understand some of the details of preparing for a workshop, including practical planning, meeting translators' needs, and Values-based Learning.

Core Concepts:

- Conducting a translation workshop requires careful planning.
- Prayer is fundamental.
- Translators' needs must be met, so they can function at the highest level of thought.
- Translators will achieve more if they feel valued.

Exercise:

- [Symbols for Values-Based Learning](#)

Plans go wrong where there is no advice, but with numerous advisors they succeed (Prov. 15:22).

Time: 60 minutes

Workbook p. 104

Materials:

- ✓ White board, markers
- ✓ Slide Deck: T3 Slides 23 Workshop Planning
- ✓ Bible with place markers

Introduction:

How do you begin a new translation? You will soon be making plans to train a team of translators. Let's talk about some aspects of workshop planning and practical steps you can take to increase your success.

1. Prayer:

Prayer is key to all we do. Paul reminded the church that even he needed prayer to spread the gospel. Every event should be planned prayerfully.

Remember that spiritual warfare is a real thing. Part of Church-Owned Bible Translation is faithfulness to pray for the translators, their families, and the translation itself.

Translators need divine discernment as they translate. The entire process should be baptized in prayer. *Everyone*, regardless of linguistic ability, can be involved in praying for the team.

2. Devotions:

One way to create a focused, spiritual environment is to hold devotions before each day of training.

- **What ways can these devotional times prepare translators for the work of translation?**

Teacher's Notes:



Workshop Planning

Without counsel, plans go awry, but in the multitude of counselors they are established (Prov. 15:22).
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Ephesians 6:19-20

And pray for me, that a message might be given to me when I open my mouth. "Pray that I might make known with boldness the hidden truth about the gospel. It is for the gospel that I am an ambassador who is kept in chains, so that I may declare it boldly, as I ought to speak."

Prayer



Wisdom
Discernment
Accuracy
Unity
Good Communication
Safety
Protection
Health

Engaging in Spiritual warfare

Some devotional ideas:

- Genesis 11 (Tower of Babel)—God's hand in creating language.
- Revelation 5 (the scene at God's throne)—God's design for every tribe and tongue to worship him.
- Matthew 28:19-20 (Great Commission)—Translating the Bible is part of "teaching them to observe all things."
- Romans 12 (many members of one body)—Translation depends on a team with different skills.

Another idea for devotions during the workshop is to relate devotions to the passages being translated. Some leaders create a study of a book that is being translated, or key topics that are addressed in several books being translated (Jesus' miracles or parables, for example).

3. Caring for Translators' Needs:

One of the most important parts of planning a successful workshop is creating an environment that allows the translators to achieve their best work. To do this, we must consider the needs of each translator.

Maslow's Hierarchy of Needs

Maslow's Hierarchy of Needs may sound complicated, but it is simply a way of arranging human needs, starting from the most basic ones. We have based our diagram on his, but we have focused on needs you might face when leading Bible translation.

- **Can you think of a time when you were so distracted by thirst, or some other physical need, that you couldn't think about anything else? Or have you ever found that a relational problem in your family is keeping you from functioning well at work?**

This is because our brain prioritizes which needs are most urgent in any given situation.

As this picture shows, the most basic needs are at the bottom of the triangle—things like water, food, and sleep. The next level is safety—feeling protected and having a place to call home.

Level 3 is being part of a group, having a sense of belonging.

Teacher's Notes:

Inspirational Devotions



Include translated verses each day

Meeting the Needs of Translators



Physical and spiritual / interpersonal needs

Consider the challenges of working from home

It may be necessary to differentiate between *urgent* (needs that must be met immediately to avoid harm) and *important* (needs that must be met to avoid severe harm). Urgency has to do with timing, while importance has no defined time frame.

Hierarchy of Need (Based on Maslow's)



Workbook p. 105, Figure I

Level 4 is feeling respected, and feeling that others in the group value what you contribute.

Level 5 is the highest level where people function at the peak of their ability; for Christians, this is ministry and service to God.

- **What do you notice about this diagram?**

If lower-level needs aren't being met, people may not even be aware of other needs.

For the brain to function at a high level, basic needs must be met. This may seem obvious for physical needs, but it is also true of emotional needs.

Translators need to function at the highest level of thought in order to translate. If they don't feel safe, or if they don't feel that they belong—that they have value and are loved not only by Christ but also by His people—they will be less able to think well about translation.

When leaders plan workshops, meeting the physical, emotional, and spiritual needs of the translators is part of planning for success. It is also part of loving our brother, as Scripture tells us.

Just as a person's ability to learn and grow is hindered if lower-level needs are not met, their ability to learn and grow can be enhanced by meeting the person's higher-level needs.

- **For your events, what are some ways you could plan for your team members' basic (or lower-level) needs?**
 - Are there people who could cook for the whole group?
 - If translators have traveled far, where could they sleep?
- **In what practical ways can higher-level needs, such as needs for belonging and esteem, be addressed?**

Teacher's Notes:

For example, a person in a war-torn country may go to great personal risk to get water, because without water they won't survive. The need for water overrides the need for safety.

James 2:15–16

James 2:15–16

If a brother or sister is naked and destitute of daily food. "And one of you says to them, 'Depart in peace, be warmed and filled,' but you do not give them the things which are needed for the body, what does it profit?"

Possible answers include:

- *Providing meals (basic)*
- *Providing lodging (basic)*
- *Having security measures in place if in a sensitive area (basic)*
- *Having devotions (higher-level)*

- Devotionals, singing and other fellowship times might reach the need to belong.
- Connect the work of translation with present needs of the community and future generations.
- Show honor and respect for individual contributions to the whole.

Values-Based Learning

As we consider the higher levels of the triangle, we have found that a way to provide for the team's emotional needs is by **Values-Based Learning**.

Participants will achieve more if they are in a learning environment where they feel valued. It is our responsibility as God's children to treat others with His love, which includes respect and value for others as our brothers and sisters. When we do this in a learning environment, we also build teams that are strong and can faithfully achieve translation.

As leaders and trainers, we must intentionally treat translators as valuable, which expresses Jesus' love to them. Although these expressions may be different in different cultures, the following five qualities or values are universally felt. These qualities are known as the **Five Values of Successful Leadership**. All people feel valued when being treated according to these principles, though they might be expressed differently in different contexts.

1. **Honesty**—speaking the truth, being faithful to commitments.
2. **Common Interest**—finding mutual interests, likes, or experiences.
3. **Praise**—verbalizing appreciation for hard work, special skills, and efforts.
4. **Protection**—not asking more of the learner than he is capable of; providing a barrier between the translator and distractions or harm.
5. **Service**—finding ways to serve the learner and share his burden.

Servant leaders will consider not only the project but also the people. Leaders should plan with the end goal of translated Scripture and should do all they can to prepare

Teacher's Notes:

- *Singing together (higher-level)*
- *Having team-building exercises and time of fellowship (higher-level)*

Values-Based Learning

Instructors/Facilitators must show:

Honesty
Common Interest
Praise
Service
Protection

Take time to explain the five values with examples and discussion. Explain the American symbols only if they will be helpful to the team.

translators to be successful. At the same time, leaders must remember that projects are not more important than people and therefore should plan time for the participants to rest and interact with each other.

Exercise: Symbols for Values-Based Learning

(Workbook p. 107)

Work together to find a Scripture that demonstrates each value you've been assigned. Then work together to create a culturally meaningful symbol or icon for that value. When finished, you will show the whole group the symbol you chose, and explain its meaning.

Teacher's Notes:

Divide into small groups. Assign each group one or more of the five values.

Possible answers:



Therefore, putting away lying: "Let each one of you speak truth with his neighbor," for we are members of one another. Ephesians 4:25

Honesty—
Ephesians 4:25



Therefore if there is any consolation in Christ, if any comfort of love, if any fellowship of the Spirit, if any affection and mercy, "fulfill my joy by being like-minded, having the same love, being of one accord, of one mind." Philippians 2:1-2

Common Interest—
Philippians 2:1-2



Therefore comfort each other and edify one another, just as you also are doing. 1 Thessalonians 5:11

Praise—1
Thess. 5:11



I have given you an example to follow. As I have told you, you must always be watchful. So now go out into all the world and tell the good news to everyone. "He who finds his life will lose it, but he who loses his life for My sake will find it." John 12:25

Protection—
Acts 20:35



Yet it shall not be so among you, but whoever desires to become great among you, let him be your servant; "And whoever wishes to become first among you, let him serve all others." "Just as the Son of Man did not come to be served, but to serve, and to give His life a ransom for many." Matthew 20:26-28

Service—
Matthew 20:26-28.



How has feeling valued helped you?
How have you expressed value to others?

- Now that you have considered these values, can you think of an experience when feeling valued helped you?
- How have you expressed value to others in one or more of these ways? How did it make you feel?

4. Logistics:

- What practical things are necessary for a workshop?

List suggestions on the board. Then use the information below to discuss each topic.

Planning for a workshop can be broken into three stages: before, during, and after.

BEFORE:

- **Language information**—a language code and a “Language Questionnaire” are required for each project.
- **Choosing oral or written translation**—Only the community can decide which type of translation is best for them. Talk with the leaders about factors that must be considered, such as their preferred method of recording important information, whether the language has a written form and how many people, and how many people read and write.
- **Choose a software program**—The leaders will want to consider the needs of their translators. They should select which translation program to use so their translators and techs can be trained at the workshop.
- **Translators**—You will need at least 5 bilingual Christian translators. For written projects it is imperative that they read and write in both the source language and the target language. We will talk more about assessing team skills in Chapter 24.
 - **Search:** Choose team members with different skill sets, varied experience, and biblical knowledge. It is helpful to have at least one or two with technical skills. Keep these skills in mind as you pray and search for translators.
 - **Explain the task:** Translators should understand clearly that they are volunteering to translate the Bible into their own heart language in community with their church, and they will not be paid for the work.
 - **Invite:** Have you already talked to potential translators? Do you have people with these skills?
- **Dates**—leaders must consider when translators can be away for an extended time to learn the process and begin translating. Translation workshops are *ideally 10-14 days*.

Teacher's Notes:

For a T3 program that has already been scheduled in partnership with WA, language research has already been done. The discussion about oral versus written translation and which software program to use have probably also already been addressed. When you go on to engage and train new language groups, reach out to your WA contact person. They will work with you to find all the necessary information for each new language group.

Leaders may need to consider events in the villages such as growing and harvesting seasons, weather that affects travel, etc. If the leaders are not members of the language community, encourage them to

- **Leadership team**—consider having a team lead, an assistant, and a technician for every event. A technician can be trained at the event.
- **Location**—consider lodging, internet, and a meeting room. The meeting room will need tables, chairs, a chalkboard or whiteboard and supplies, a projector and a screen or solid wall space, and perhaps extension cords.
- **Lodging and Meals**—remembering Maslow's theory above, plan to provide for physical needs. Preparing for the physical and spiritual needs of the participants is part of loving our neighbor and seeing God's work accomplished.
 - The facility should meet needs, but not be fancy.
 - Consider what translators are used to.
- **Travel**—plan how participants will travel to and from the event.
- **Budget**—work with your supporting churches to plan a budget. Work with the leadership team to get information about expenses for travel to the workshop, accommodations, and meals.
- **Materials**—consider how translators will access the source text and checking helps. If these items need to be printed, arrange printing ahead of time. Provide basic office supplies such as paper, pencil, and erasers for all participants. Plan how many electronic devices will be available. Limit devices to those necessary for the translation to be entered electronically. Do not plan to provide laptops or tablets for every translator.
- **Translation plan**—decide what book(s) translators will practice or begin during their training. If work has already been done in this language, research whether any of it is usable so your team can focus on new translation.
- **Schedule**—prepare a schedule for the event. Clearly communicate mealtimes, break times, and meeting times. Plan to begin each day with a devotional to prepare hearts and minds for the task as well as to encourage growth individually and corporately.

Teacher's Notes:

consult community leaders to help with these considerations.



How can you plan for a set-up that meets needs?

Encourage leaders to talk to their WA contact person if they need assistance with printing or electronic devices.

For notes on choosing what to translate first, see Ch. 8:
Handout 8.4. Some teams are able to finish drafting entire books of the Bible during their training practice!

Teacher's Notes:

- **Be prepared for emergencies**—consider what facilities are nearby for medical emergencies and be prepared with some cash

DURING:

- **Contact information**—collect contact information for all translators
- **Behavior**—set expectations for behavior at the event for both integrity and social norms.
 - Have a high standard for all involved.
 - Remember the character of those participating will affect the community's acceptance of the finished product.
 - Also remember that translators may not be used to social norms outside their community. Giving clear instructions about how to use facilities and what behaviors to avoid will help participants feel more comfortable.
- **Group prayer and worship**—provide opportunities for individuals to participate in leading worship, devotionals, or prayer time. Allow your team to use their gifts to strengthen and encourage one another.
- **Statement of Faith and Open Copyright commitments**—collect and keep track of all participants' signatures agreeing to the Statement of Faith and the Open Copyright License.

AFTER:

- **End of event report**—write a summary of the event for your WA contact person while the details are fresh in your mind.
- **Translation assignments**—clearly communicate with each translator what book or chapters they will be working on next. Let them know you will be communicating with them regularly. Check on their progress, confirm they are following the 8 Steps, answer their questions, and offer support and resources as needed.
- **Schedule for regular checking meetings**—plan regular meetings (in person or online) for translators to do Steps 6-8 to team check their ongoing translation.

Most teams have translators work on Steps 1-5 independently.

Consider how you will encourage and motivate translators to be faithful and diligent, even after they return home. Your team will set your own goals, including how much each translator will translate each day/week, and how often you will meet for the checking steps.

- **What kind of environmental issues might affect translators' ability to maintain momentum once they go home after a workshop?**
- **In what ways can those issues be addressed?**
- **How will you keep translators accountable?**
- **Which parts of the planning seem most difficult to you? How can you address those difficulties?**

Teacher's Notes:

Confirm: Leaders understand some of the details for hosting an event and are prepared to plan a workshop. They understand the importance of prayer, teamwork, and values-based learning. They understand that, as leaders, they need to plan for physical, emotional, and spiritual needs at events.

Chapter 24: Building Teams and Harnessing Skills

Objective: Leaders will understand the skills needed for translation work. They will practice interviewing potential translators to assess their skill levels. They will also explore learning theories and personality types, and understand how to use that information to assemble effective teams.

Core Concepts:

- While planning a successful translation, leaders will search out and invite translators whom God has equipped.
- Translators should be:
 - o Believers in good standing with the local Church.
 - o Able to read and write in the source language.
 - o Able to read and write in the target language.
- A translation team needs a variety of different people, so that the translation will be of high quality and will communicate effectively to all people in the community.
- Grouping translators into effective teams requires knowing their skill sets, thinking styles, and personalities.
- Translators with similar skill levels can help each other attain their full potential if they work together.
- “Scaffolding”, or layers of support, can allow translators to reach higher skill levels.
- Grouping different personalities together can draw out the strengths of each person and help them accomplish more.

Exercise:

- Team Skills Inventory Questionnaire: Participants practice using the questionnaire to interview a potential translator.

Handouts:

- 24.1** Team Skills Inventory Questionnaire (Optional; also in Workbook pp. 112-113)
- 24.2** Team Skills Inventory Chart (Optional)
- 24.3** Personalities and Team Development (for Instructor's reference only)

For we have many members in one body, but not all the members have the same function. In the same way, we who are many are one body in Christ, and are individually members of each other. We have different gifts according to the grace that was given to us (Rom. 12:4-6a).

Now there are different gifts, but the same Spirit. There are different ministries, but the same Lord; and there are different kinds of work, but it is the same God who works all in all (1 Cor. 12:4-6).

Time: 120 minutes

Workbook p. 110

Materials:

- ✓ White board, markers
- ✓ Slide Deck: T3 Slides 24
Building Teams
Harnessing Skills
- ✓ Bible with place markers

Teacher's Notes:



Team Skills Inventory Team Building Basics

For as we have many members in one body, but all members do not have the same gifts. So, we, being many, are one body in Christ, and individually members of each other. We have different gifts according to the grace that is given to us. Now there are differences of ministries, but the same Lord. And there are different works, but it is the same God who works all in all (1 Cor. 12:4-6).
Rom. 12:4-6

If the group is large, have them sit in smaller groups for this session.

We believe that God has prepared and equipped His people for His work. Those in leadership need to search out people whom God has equipped for the task of translation.

Discuss:

- **What are some qualities Bible translators need?**

Effective translators must have:

1. Fluency in the gateway language and their mother tongue
2. For written translations—ability to read and write in both the gateway language and in their mother tongue
3. A good reputation within the local church community
4. Also, some capability with computer technology is helpful, but not necessary.

- **What are some things that people might think are necessary which are not?**

Sometimes, people think translators must:

1. Have a Bible degree
2. Know how to type and use a computer
3. Have higher education
4. Be older
5. Be a man

Many people may think they are not qualified to be a translator for their community even though they have the basic skills we just discussed. They may feel that they are too young, have never done this type of work before, or cannot do a good job. As we discussed in the chapters on COBT, we believe that God equips His church to accomplish the work of the ministry, including Bible translation. The greatest ability is knowing God personally and having His Spirit.

An effective translation team also needs a variety of people on the team, so that the translation will be of high quality and will communicate effectively to all people in the community. It's great that God has created a variety of people to be in His Body! Some are older and others are

Teacher's Notes:

Invite a volunteer to write their suggestions on the whiteboard before discussing answers.

There are many roles in a translation project. If needed, help participants understand that the Team Skills Inventory assesses only translators. It does not limit others from contributing to the project in other ways, such as typing, reviewing, hosting, or cooking for a workshop.

Teacher's Notes:

younger. Some can work with computers, while some simply love God and His word. Some can think through big ideas and others are good at carrying out details of work.

God has designed us to work as one Body, with each different person playing their own important part well.

Romans 12:4–5 explains that one body has many parts, each with its own function.

Let's discuss how to build this kind of team, and how to help them to work together well.

Remember, it is the responsibility of those in leadership to invite qualified translators to the project, encourage them, and create an environment for their success.

Keep these ideas in mind as you assess potential translators' ability in language and Bible knowledge:

- Choose people who speak both the mother tongue and the source language and who have a good reputation.
- In many language groups the church does not include highly educated people, but Bible translation does not require higher education.
- Translators will work as a team and help each other. They will also grow in their abilities as they translate.
- Leaders are looking for those with a heart for God and His work and have some skill to get started.

Exercise: Team Skills Inventory Questionnaire

Workbook pp. 111-113

With the goal of finding skilled translators for the work, we offer a Team Skills Inventory Questionnaire to help leaders assess potential translators. This questionnaire is NOT intended to limit community participation in the translation, only to identify individuals who are best qualified to do the 8 drafting and checking steps.

First, I will demonstrate using the Questionnaire to interview two individuals.

Now, we will break into pairs and each of you will practice using the Questionnaire to interview each other. This

Choose two participants, one who doesn't speak the target language and one who does. Illustrate how the Team Skills Inventory Questionnaire is useful by using it to interview each of these participants in turn.

After demonstrating, break the larger group into small

Exercise is not to assess your skills, but to give you opportunity to practice using the Questionnaire.

Discuss:

- How can this exercise help to assign translators to translation groups?
- How will the leadership find translators? Who might suggest qualified people?
- Who will assess potential translators?

Keep in mind that as you interview and choose translators skilled in the language and Scripture, you are also looking for a variety of individuals to reflect different cross-sections of your community. Different backgrounds, thinking styles, and personalities should all participate so that your translation will communicate well to everyone in your community. By including this variety, your translation team models God's design of a body with many members.

In addition to the skills assessed in the Team Skills Inventory Questionnaire, here are some other important factors to consider when building a Bible translation team:

- Existing relationships between the translators
- Involving women in the translation team (consider Lydia in Acts 16)
- Involving young people in the translation team to support generational ownership (consider Paul's relationship with Timothy)
- Including all denominations within your community
- Including individuals who can see the "big picture," as well as detail-oriented individuals
- Personalities and thinking styles of the translators

How do we find the right combinations of different people for a translation team?

When we find them, how do we get such different people to work together well?

Teacher's Notes:

groups or pairs and have them practice using the assessment with each other. If needed, you can make extra copies from Handout 24.1.

After the *Exercise*, discuss their experiences and ask for feedback.

Possible answers include:

- Pastors in the local community
- Friends
- Other Christians



As leaders, it is our responsibility to create an environment for the translators' success, not only as contributors to the translation project itself, but in the areas of personal growth and contribution to the team. Understanding a few key issues about how humans learn and interact will help us handle this area of responsibility.

Zone of Proximal Development (ZPD):

In this diagram, the inner (dark) circle represents what a learner (or translator) can do on his own without help.

The middle circle represents what he can do with the guidance of someone just one step ahead of him.

The outer circle represents what he cannot do (yet), even if he has lots of help.

- **Can you think of a time in your experience when a person learned a new skill from someone who had just learned the process or was just “one step” ahead?**
- **Can you think of a reason why it would help to know where a team member is in this zone before beginning the work?**

This theory suggests that translators of similar skill levels will learn more from each other than a beginner and an expert working together.

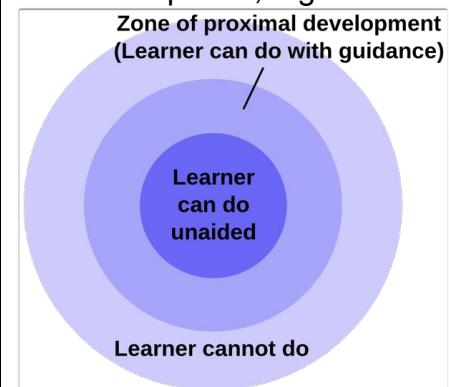
Someone closer to the translator's skill level can help more than someone who is advanced in the skill.

Teacher's Notes:

You may choose to review the discussion from Chapter 23 about planning for translators' needs.



Workbook p. 114, Figure J



Example: Think of a child learning to walk. With someone holding his hands and providing one step of support, he can walk farther and not lose his balance. He could not run in a footrace, even with help.

In this example, you would not pair a marathon runner with the small child learning to walk. The child will not be able to run a marathon, and the runner will have to severely limit his own speed in order to help the child take a few steps.

Scaffolding:

The next idea is represented by scaffolding. On a building, a scaffolding structure is used to support parts of the building and allow people to reach high places on the building to work on them. The scaffold is removed once the work is complete.



In learning, scaffolding refers to the process of training a student by providing necessary support to allow them to reach higher skill levels. The scaffold is eventually removed once learning has taken place.

- **What examples from your culture or personal experience show temporary helps being used until a person masters a skill?**

These two learning theories help us to understand a few important elements when assessing translators to place them within a group or team.

1. Place translators of similar skill levels together. If we place translators with very different skill levels together, this may not actually help the less advanced translators to learn or contribute more. Instead, it puts a heavy load on the advanced translator, and may intimidate the less skilled translator. Both translators may become frustrated.
2. Grouping less advanced translators with others who are only slightly more advanced than they are will provide the support they need to move into working on their own—the “center circle” of the ZPD model above.
3. Provide a “scaffold” for those who need help. For example, choose an easier book or shorter chapter for them to begin translating.

Teacher's Notes:



Scaffolding
Process of training students by providing support to reach higher

Workbook p. 115, Figure K

Examples:

A teacher may give a child a pencil grip to learn to hold a pencil correctly when the child is first learning to write. After the student has mastered the fine motor skills for writing, the “scaffold” of a pencil grip is removed.

Training wheels are added to a bicycle to prevent it from tipping while a beginner is learning to ride; once riding skills are mastered, the training wheels are taken away.

Assessing Translators for Group Placement



For notes about assigning books according to skill level, see Ch. 8 Handout 8.4: Book Difficulty Levels.

Personality Types

Now, let's consider personality types, and how they influence your decisions in assembling teams.

We all have different personalities that affect the way we think, learn, and relate to people.

Try this fun activity to determine your “shape.”

Draw a square, a triangle, a circle, and a squiggle.

Now, put a 1 under the shape that best represents you. Put a 2, 3, and 4 under each of the remaining shapes in descending order as they represent you. It's ok if you feel confused. Just pick an order on any criteria that makes sense to you.

You may know someone who is very good at details and facts and finding out more information. Is anyone like that here?

This is the kind of personality that this activity would call a “square.”

You may know someone we would call the “life of the party”: who loves being around other people and always thinks of fun, creative ideas. Is anyone like that here? This is the kind of personality that this activity would call a “squiggle.”

Someone who is focused on getting things done and who is very direct in communication and actions would be called a “triangle.” Anyone here like that?

Someone who is very focused on the whole group of people, on making sure everyone has a chance to speak and that everyone works together would be called a “circle.” Anyone here like that?

- Now, would you like to renumber your shapes? Did you intuitively match any of these shapes to people who fit the descriptions?

Teacher's Notes:

Be sure to read **Personalities and Team Development** (Handout 24.3) at the end of this chapter before you lead this activity.

Do not explain the shapes before the participants try this. Pause for them to do each drawing. There is space on Workbook p. 116 for this.

Personality Shapes



What's Your Shape?

Have people share about themselves or others.

If you feel comfortable, try to guess some of the participants' shapes.

Discuss what participants learned about themselves and each other.

- **What shape do you think would be most suited to be a translator?**

Actually, people with any of these shapes or personalities can be very effective translators!

- **Why do personalities matter when building translation teams?**

All personalities have something important to contribute to the work of translation. God created each personality with a specific focus, thinking style, and objective.

1. Squares provide focus on quality, details, and precision.
2. Triangles provide focus on achievement, hard work, and success.
3. Circles provide focus on community, respect for others, and opportunities to contribute.
4. Squiggles provide focus on creativity, beauty, fresh ideas, and enthusiasm.

Now think about how you tend to approach problems or tasks. Which list (or which set of pictures) best describes how you think?

Left Brain:

- Uses logic
- Detail oriented
- Facts rule
- Words & language
- Present & past
- Math & science

Right Brain:

- Uses feeling
- “Big picture” oriented
- Creative problem solver
- Imagination rules
- Symbols & images
- Present & future
- Philosophy & religion

Teacher's Notes:

Historically, squares have had the primary responsibility for translation.

Allow time for discussion.

Thinking Style

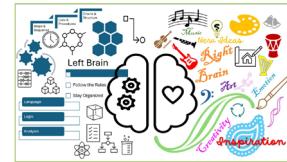
Which traits best describe you?

- Left Brain:**
- Uses logic
 - Detail oriented
 - Facts rule
 - Words & language
 - Present & past
 - Math & science

- Right Brain:**
- Uses feeling
 - “Big picture” oriented
 - Creative problem solver
 - Imagination rules
 - Symbols & images
 - Present & future
 - Philosophy & religion

Thinking Style

• Which pictures best describe you?
• Which side of the brain fits you better?



Workbook p. 117, Figure L

Just as each of us in this room are different, each translator will bring a different perspective to the translation team. Understanding the thinking styles of the translators will help you to understand their strengths.

- **Do you know the people within your group a little better after the Team Skills Inventory Questionnaire and the Personality Shapes activity?**

- What advantages do you see in taking some time for your translation team members to interact in some of these ways?

Remember, you want to have a mix of different thinking styles and patterns on each team.

When assembling a team, try to include different personalities and thinking styles instead of all similar ones. If possible, your teams should reflect similar language and Bible skill levels (as discussed above), but different strengths through a variety of thinking styles.

Once your teams are assembled, you will assign Scripture to each group based on their skill level and strengths. Choose a book that corresponds to their language ability and Bible knowledge. For example, simpler and shorter books should be given to lower level groups, and longer or more doctrine-rich books should go to higher level groups.

After placing translators in groups, observe how they are growing and learning, how much translation is getting done, and the emotional response of translators. If you see difficulty, frustration or lack of progress, consider regrouping to provide different scaffolds and support.

Teacher's Notes:



For a complete list of books ranked by difficulty, see Chapter 8, Handout 8.4: Book Difficulty Levels.

Confirm: Leaders understand how to use the Team Skills Questionnaire, personality considerations, ZPD and scaffolding in selecting and grouping translators for the highest rate of success. They understand how different personalities can contribute to a strong team. They see how appreciating each other can help in team building and can help the team function as a healthy example of Christ's Body.

Handout 24.1: Team Skills Inventory Questionnaire (Optional; also in Workbook pp. 112-113)

Team Skills Inventory Questionnaire

The interviewer will ask potential translators to perform several tasks in 4 different areas. The goal is to gain an idea of their ability in:

1. *the gateway language*
2. *the target language (the translator's mother tongue)*
3. *Bible knowledge*
4. *tech skills*

The assessor should take notes for reference later.

Language _____

Name of assessor. _____

Name of potential translator _____

Gateway language questions: Ask and answer in the Gateway language. Make notes about their fluency.

1. “Please introduce yourself and tell me three things about yourself in the gateway language.”
2. “Please read Mark 8:1-5 aloud in the gateway language that will be used for this translation.”
3. “Please summarize the story, who is in it, what did they do?”
4. “Do you write in the gateway language?” If the answer is yes, ask, “Please write down something you noticed from the story in the gateway language and read it aloud to me.”

Target language fluency: Ask and answer these questions in the heart language. Make notes about their fluency. These questions are best performed in-person with potential translators. The assessor needs to speak the target language to assess the answers.

1. “Please introduce yourself and tell me three things about yourself in your mother tongue.”
2. “What sort of things have you written in your own language? Do you commonly write in your heart language?” If yes, ask, “Please write something from the story we just read in your heart language.”

Handout 24.1: Team Skills Inventory Questionnaire (Optional; also in Workbook pp. 112-113)

3. "Please read aloud what you have written and tell me what it means." Notice the individual's comfort level and speed, as well as considering the content of their writing.

4. "Tell me three things in your mother tongue and then repeat them in the gateway language."

Bible Knowledge: This section may be asked and answered in either language. Make notes about their knowledge.

1. "Are you part of a church? In what language do you worship?"

2. "Do you have a Bible that you read? What language is it in?"

3. "What is your favorite book of the Bible?"

4. "Can you tell me one verse about the gospel?"

5. "Have you had any Biblical training?"

6. "Do you have ministry experience? Have you served in your church? In what way?"

Tech Skills: Make notes about their computer knowledge.

1. "Have you used a computer often? What applications have you used?"

2. "Please turn on the computer."

3. "Please open a word processor."

4. "Please type a phrase in the Gateway Language."

Handout 24.2: Team Skills Inventory Chart

(Optional)

Team Skills Inventory Chart

You can use a chart like this to quickly review your translators' basic skill levels in the different areas needed for translation. After interviewing each translator, assign the translator a number from 1-5 in each column, with 1 being unskilled and 5 being highly skilled.

Remember when grouping translators on teams that translators achieve their best work when grouped with others of a similar skill level.

Remember also to consider each translator's thinking style and personality. Teams will accomplish more when there are a variety of different thinking styles, personalities, and perspectives on each team.

Handout 24.3: Personalities

(for Instructor's reference)

Personalities and Team Development

We all have different personalities that affect the way we relate to people, think, and learn
This section is for the trainer's reference; it does not need to be discussed during training.

Personality Shapes

Squares

- Detail-oriented
- Dependable and responsible
- Work hard
- Organized—hate clutter
- Love data, numbers, policies, and procedures
- Analytical
- Can be stubborn
- May resist change
- Logical
- May have difficulty expressing emotion

- Best when working alone rather than on a team
- Frugal
- See fun as a luxury

Helpful Tips for Squares:

- ✓ Let go and have a bit more fun.
- ✓ Let people know what you want and what you need.
- ✓ Be more open to change.
- ✓ Try being more spontaneous.
- ✓ Smile!

Triangles

- Concerned with the bottom line
- Hate to lose even more than they love to win
- Extremely confident
- Love to debate and argue
- Outspoken
- Can be sarcastic
- Smart—know a little about everything
- Like to be in charge
- Love to multi-task
- Rarely apologize

- Successful
- Impatient
- Self-motivated

Helpful Tips for Triangles:

- ✓ Relax once in awhile!
- ✓ Slow down and give people a chance to get on board.
- ✓ Multi-tasking may keep you from finishing your projects.
- ✓ Give others a chance to lead.
- ✓ Realize that you are not always right.

Circles

- Love to have fun and laugh
- Work best on teams
- Take things personally
- Empathetic and compassionate
- Struggle setting boundaries
- Talk too much
- Hate conflict and confrontation
- Often feel guilty and responsible for others
- Great storytellers (often exaggerate the story to make it sound better)

- Want to “fix” everyone else
- May give silent treatment when they feel hurt or angry
- Over-commit—can’t say “no”

Helpful Tips for Circles:

- ✓ You are responsible TO people, not FOR people!
- ✓ Learn to say “no” without guilt.
- ✓ Hold others accountable.
- ✓ Remember, you can’t always please everyone.

Handout 24.3: Personalities

(for Instructor's reference)

Squiggles

- Like to be around people who are fun
- Adapt easily to change
- Super energetic
- Love to try new things
- Get bored easily
- Act on impulse or feelings—don't always research first
- Generate ideas
- Not as organized as they should be
- Speak before they think

- Don't like to be told what to do
- Counterintuitive
- Like attention

Helpful tips for Squiggles:

- ✓ SLOW DOWN; otherwise, you miss necessary details.
- ✓ Listen rather than plan on what you will say next.
- ✓ Some situations require seriousness rather than fun.
- ✓ Focus on the topic at hand.

Summary Chart:

	Circle	Square	Squiggle	Triangle
Focus	People	Facts	Fun	Achievement
Orientation	People	Time	People	Time/Goal
Thinking	Collaborative	Research	Entertaining	Direct
Expectations	Involvement	Completeness	Creativity	Get to the point

Why do shapes matter in translation?

- All personalities have something to contribute to the project.
- God created each one with different focus, orientations, and objectives.
- Historically, squares have had the primary responsibility for translation.
- A team approach invites all personalities to be involved.

When building a team, look for different personalities instead of all similar ones.

- Squares provide focus on quality, details, and precision.
- Circles provide focus on community, respect for others, and opportunities to contribute.
- Squiggles provide focus on creativity, beauty, fresh ideas, and enthusiasm.
- Triangles provide focus on achievement, hard work, and success.