



Accelerating Bible Translation

T3: Train the Trainer

Trainer Guide

For use with the MAST Bible translation methodology in
Church Owned Bible Translation projects.

Table of Contents

Section I: Wycliffe Associates: Values and Vision

1. Introduction to Wycliffe Associates.....	Page 1
2. Statement of Faith	5

Section II: Church Ownership

3. Church Owned Bible Translation (COBT) 4 Beliefs	10
4. COBT 6 Behaviors.....	15
5. Open Copyright License	19

Section III: Principles and Process of Translation

6. Release Early, Revise Often	26
7. MAST Preparation: Meaning-Based Translation	29
8. MAST Preparation: Quality Assessment	32
9. MAST Process: Drafting Steps (1-4)	41
10. MAST Process: Checking Steps (5-8)	45
11. Divine Familial Terms	51

Section IV: Planning, Tools, and Finishing Well

12. Oral and Written Translation	58
13. Software Tools for Translating	62
14. Checking Resources	66
15. Refinement and Revision Resources	70
16. Completion Timeline Strategies	73
17. Cultural and Social Challenges	76
18. Community Acceptance	80
19. Scripture Accessibility	83
20. Scripture Engagement	85
21. Sharing Bible Translation with Others	88

Section V: Leadership Training

22. Why MAST Works	91
23. Workshop Planning	97
24. Team Skills Inventory	103
25. Spiritual Terms	A
26. Proofreading and Publication	J

Quick Reference and Reproducible Handouts	118
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Compiled by Wycliffe Associates to assist churches in completing Church Owned Bible Translation. For questions or assistance, please contact us at COBT@wycliffeassociates.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!

How to Use 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.

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, and in the slide deck.

Lesson material:

The main content of each chapter is on the left side, in the main body 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, as you can make eye contact with participants and only glance down occasionally to remember the next point. Some important information is emphasized in bold.

Within this content are occasional sections called “Teachback”. These sections are where you “confirm” that the “objectives” have been met. These give you an opportunity to see how well participants remember and 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 column of notes about procedures or extra information to help you, as the instructor, better understand the content being taught. These notes help you understand how to lead participants through the material. They should be read before teaching the chapter, but should not be read aloud during the class, as they are often instructions to the teacher.

At the very beginning of this column, you will see "Time:". This is a suggested time frame for the chapter to help you plan. It is only a guideline and may be lengthened if needed.

Next, you see "Materials". This lists materials needed beyond the Trainer Guide and Participant Workbook. Please remember that all participants should always have their own workbook, which provides most of the exercises for each chapter, and a pen or pencil. (Workbooks can be printed from COBT.info if you need extras.) Slide decks can also be found online at COBT.info, or downloaded for use in remote areas.

In this 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 target or purpose of a topic (such as the goal of a specific set of discussion questions); instructions for you as the teacher (such as what to emphasize or avoid in a particular topic); as well as suggestions that you can often adjust to fit your group's needs (such as when to have a volunteer make notes or lists on the white board).

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 or teachback 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.

Sequence of Chapters

The first section 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”, which is contained and explained in Chapter 2. (Please see NOTE below.)

The chapters in the second section explain church ownership of Bible translation. Here we explain the conviction that the local church (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. 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.

Section Three 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 checking. These chapters build on one another and should be taught in order. **When training translators**, much of your training will focus on this section and Section Four.

Section Four covers decisions that must be made by the people group before they begin work and discusses how to plan for the best finished product for their community. It also explains the necessity and process of community revision. Here, we also devote several chapters to various tools we have developed for different stages of the process, where to find them, and how to use them. These chapters are ordered to follow the general sequence of a translation project timeline, but they may be taught in a different sequence if needed for scheduling purposes. (Please see NOTE below.)

Section Five contains chapters specific for leadership training. They go into the details of why the MAST translation process works and the logistics of training, motivating, and grouping translators so that they reach their full potential.

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. Please contact us at COBT@wycliffeassociates.org if you have any questions.

Schedule

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. (For example, if the leaders are already certain that the final product needs to be in written format with an audio recording and

have chosen the software program they believe will be the most efficient, there is no need to take time going over Chapter 12: Oral and Written Translation with the translators, and Chapter 13: Software Tools for Translating can be shortened to just address the software program chosen.)

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 MAST process.

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.

Alternate 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 MAST Works Sharing Bible Translation with Others
10:00 to 10:30	Morning Tea				
10:30 am to 12:00 pm	Session 2 MAST Preparation: Meaning-based Translation MAST Preparation 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 MAST 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				

Alternate 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 MAST Works AI - MAST Reflection and Discussion
10:00 to 10:30	Morning tea				
10:30 am to 11.45 pm	Session 2 Release Early Revise Often MAST Preparation: Meaning-based Translation	Session 7 Software tools for Translation	Translation	Translation	Translation
11:45 pm to 1:00 pm	Session 3 MAST Preparation: 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 MAST 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 Checking Steps (5 - 8)	Translation	Translation	Translation	Session 12 Celebration & Worship
8:45 to 9:00	Close of Day Prayer				

Accountability

We recommend that you 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 like the following one may help. (Keep in mind that you may choose not to train all translators in all the leadership topics.) You can make notes about what your trainees understand, what they found difficult, and/or what they already have experience with and if you feel you can skip training on a certain topic.

If you train several translators at once and prefer to track all your trainees' progress in one place, a chart format may be useful. The simple chart on the following page lists topics by chapter. This format helps you quickly see if a trainee has missed a session, or how to catch up someone who joins the team after training has begun.

T3 Trainee Checklist

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)

MAST Process

- ☐ Meaning based translation (Ch. 7)
- ☐ 8 Steps of MAST (Chs. 9-10)

Quality Assessment

- ☐ Objective vs. Subjective Criteria Discussed (Ch. 8)
- ☐ Quality Assessment Rubric Understood (Ch. 8)
- ☐ Rubric made available for continued reference (Ch. 8)

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. (Chs. 12-13)
- ☐ Demonstrate the appropriate technology (Ch. 13)
- ☐ Where to access resources like: Words – Questions – Notes (Ch. 14)
- ☐ How to upload and access drafts (Ch. 13 and Tech Training)

Checking Resources Training

- ☐ Understand the purpose for and use of Words – Questions – Notes. (Ch. 14)
- ☐ Understand that the resources have been designed to help during the 4 checking steps of MAST, rather than the drafting steps. (Chs. 9-10, 14)
- ☐ Practical application examples demonstrated (Ch. 14)

Refinement and Revision Resources Training

- ☐ Encourage HL community feedback (Ch. 15)
- ☐ Explore “Translation Topics” (on BIEL) and Reviewers Guide as resources (Chs. 15, 20)

Scripture Engagement

- ☐ Introduced to the Application Guide chapters of the Reviewer’s Guide (Ch. 20)
- ☐ Overview Biblical Impact Questionnaire (Ch. 20)
- ☐ Plan for Scripture Engagement outlined (Ch. 20)

Leadership Training

- ☐ Foundational Theories of MAST (Ch. 22)
- ☐ Values Based Learning and ZPD (Chs. 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 (Chs. 16, 23)

Cultural and Social Challenges

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

Publishing Options

- ☐ Oral and Written translation (Ch. 12)
- ☐ Plan for printed accessibility, if desired (Ch. 19)
- ☐ Plan for Audio/ Oral accessibility, if desired (Ch. 19)

Team Training Chart for Translators

[illegible]

Sample Timeline for New Testament Completion In One Year

